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The Bulletin of the  
State Normal School  
Moorhead, Minnesota

1915

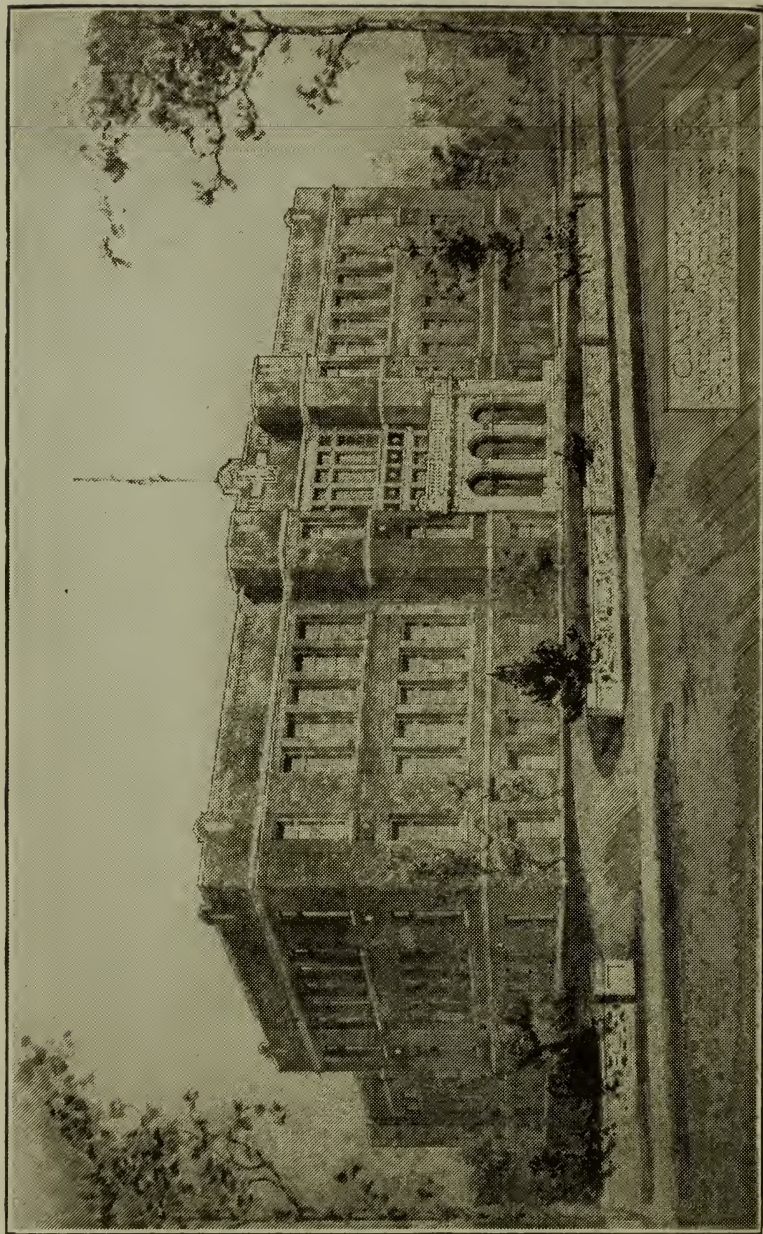


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OCT 21 1966







New Class Room Building—to be completed November 1; 1915

**The Bulletin**  
of the  
**State Normal School**

**Moorhead, Minnesota**

**Catalogue Number**

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# Calendar

## Commencement Week

Annual Sermon	-	-	-	-	-	Sunday Evening, May 30
Annual Recital	-	-	-	-	-	Monday Evening, May 31
Exercises by Model School	-	-	-	-	-	Thursday Afternoon, June 3
President's Reception to Senior Class	-	-	-	-	-	Thursday Evening, June 3
Chapel Exercises Conducted by Senior Class	-	-	-	-	-	Friday, June 4
Graduation Exercises	-	-	-	-	-	Friday Evening, June 4

## Summer Term

Enrollment of Students	-	-	-	-	-	Monday, June 14
Class Work Begins	-	-	-	-	-	Tuesday, June 15
Summer Term Closes	-	-	-	-	-	Friday, July 23

## Fall Term

Enrollment of Students	-	-	-	-	-	Monday, September 6
Class Work Begins	-	-	-	-	-	Tuesday, September 7
Fall Term Closes	-	-	-	-	-	Saturday, November 27

## Winter Term

Enrollment of Students	-	-	-	-	-	Monday, November 29
Class Work Begins	-	-	-	-	-	Tuesday, November 30
Holiday Vacation Begins	-	-	-	-	-	Saturday, December 18
Class Work Resumed	-	-	-	-	-	Tuesday, January 4
Winter Term Closes	-	-	-	-	-	Saturday, March 4

## Spring Term

Enrollment of Students	-	-	-	-	-	Monday, March 6
Class Work Begins	-	-	-	-	-	Tuesday, March 7
Easter Vacation Begins	-	-	-	-	-	Saturday, April 15
Class Work Resumed	-	-	-	-	-	Tuesday, April 25
Spring Term Closes	-	-	-	-	-	Friday, June 3

# The Faculty

	Residence
Frank A. Weld, M. A., LL. D., President.....	403 8th St. So.
School Management.	
Caswell A. Ballard, B. S.....	604 8th St. So.
Biological Sciences. Chemistry.	
*Tryphena R. Anderson, B. A.....	Wheeler Hall
Dean of Women. Latin.	
Natalie Thornton, B. A.....	Wheeler Hall
Acting Dean of Women. English.	
Belle M. Deans, Ph. B.....	714 8th St. So.
Superintendent of Elementary School.	
Katharine Leonard, M. A.....	323 7th St. So.
Mathematics.	
Edward R. Collins, Ph. D.....	521 8th St. So.
Psychology. History of Education.	
Maude Hayes, M. A.....	501 8th St. So.
Reading.	
Burl G. Martin, M. A.....	617 9th St. So.
English Grammar.	
Allen F. Wood, B. A.....	606 5th Ave. So.
Penmanship and Psychology.	
J. W. Eck, B. A.....	611 8th St. So.
Manual Training.	
George B. Kendall, B. S.....	1108 7th Ave. So.
Physical Sciences. Agriculture.	
W. M. Tucker, M. A.....	431 7th St. So.
Geography.	
Ida H. Benedict.....	611 8th St. So.
Drawing.	
J. Harold Powers.....	429 9th St. So.
Music.	
Ethel M. Adams, M. A.....	403 8th St. So.
English. Biology.	
Martha L. Metcalf, B. S.....	611 8th St. So.
Household Economy.	
Ira W. Slingsby, B. A.....	612 3d St. No., Fargo
Mathematics. Physical Director.	
Arthur W. Johnson, B. A.....	602 9th St. So.
History and Sociology.	
Agnes Thornton, B. A.....	429 9th St. So.
Assistant in Music and in Library.	
Florence A. Meyer, M. A.....	9th St. and 7th Ave. So.
Physical Education.	

## The Faculty—Continued

Dorothy Hurlbert, B. L. S.....	403 8th St. So.
Librarian.	
Mary C. Rainey, B. S.....	503 7th St. So.
Supervisor Primary Department.	
Belle Dredge, B. A.....	501 8th St. So.
Grammar Department.	
*Lucia H. Cilley, B. S.	
Upper Intermediate Department.	
Jennie M. Sanders, M. Di.....	429 9th St. So.
Upper Intermediate Department.	
Eleanor Osborne, B. S.....	323 5th St. So.
Lower Intermediate Department.	
Iza Edith Andrix, B. S.....	505 8th St. So.
Primary Department.	
Mary A. Conant.....	1023 7th Ave. So.
Rural Education.	
Assistant in Grammar Department.	
Ethel M. Banta.....	505 8th St. So.
Kindergarten Department.	
Helen E. Smith, B. A.....	402 9th Ave. So., Fargo
English. Assistant in Household Economy.	
Eva Parker White, B. A.....	Comstock Hall
Assistant in Intermediate Department. Preceptress.	
Millie H. Dahl.....	Comstock Hall
Resident Nurse. Superintendent of Dormitories.	
Wanda S. Steger.....	819 11th St. So.
Secretary.	
Thea E. Thorson.....	608 11th St. So., Fargo
Assistant in Office.	
Margaret A. Cornwall.....	Wheeler Hall
Assistant Registrar and Accountant.	
E. Alice Kirk.....	505 8th St. So.
Registrar. Accountant.	
*On leave of absence.	

## Additional Instructors, Summer Term, 1914

F. E. Lurton, M. A.....	Detroit, Minn.
Civics.	
Millie E. Johnson.....	Minneapolis, Minn.
Drawing.	

## Additional Instructors, Summer Term, 1914—Continued

H. R. Edwards, Ph. B.....	Moorhead, Minn.
Algebra. Physiology.	
J. C. West.....	Barnesville, Minn.
Geometry. History.	
Miriam Cordes.....	Alexandria, Minn.
Librarian.	
Louise Stevenson.....	Mankato, Minn.
Household Economy.	
Bessie Hopkins.....	Moose Jaw, Sask.
Assistant in Household Economy.	
Marie Lovsnes.....	Ada, Minn.
Model School.	
Anna Swenson.....	Ortonville, Minn.
Model School.	
Hannah Boe.....	Lake Park, Minn.
Reading.	

## Employees

John H. Norton, Engineer.....	721 11th St. So.
Gust Nordstrom.....	901 8th St. So.
Ivar Strom.....	1018 11th St. So.
Hjalmar Johnson.....	214 4th St. So.
Karl Bjorklund.....	214 4th St. So.
Arvid Edin.....	516 11th St. So.
Mrs. Nellie McBain.....	808 11th St. So.

## The School

A cordial invitation is extended to all persons who may be interested in school work to visit this school, and, especially, those who are engaged in educational work are invited. Trained teachers are in demand, and this school will always welcome inquiries for such teachers. It is the purpose of the administration of the school to be as helpful as possible to public school officials, and with that end in view, it will strive to place its graduates, so that they may serve the state with credit to themselves and to the educational interests involved. Persons desiring other information, concerning the Normal School at Moorhead, than that contained in this catalogue, are requested to address the President.

**Life of the Student:** **Wheeler Hall**, remodeled, and the new dormitory, **Comstock Hall**, situated on the school campus not far from the Normal School buildings, are attractive homes for young women. Here the young women of the school are surrounded by a stimulating and Christian influence. The purpose of the administration of the Halls is to make them not boarding houses, but Christian homes, where every effort may be put forth to maintain the amenities of life, which prevail in homes of refinement and good cheer. The buildings are arranged to accommodate two hundred students, and they are modern throughout, having a complete equipment of bath rooms, toilet rooms, steam heat, electric light and laundry rooms. All the rooms are well arranged and well lighted. Each sleeping apartment contains two closets, and all the necessary furnishings, and is arranged to accommodate two students. Preference in choice of rooms is given in order of application. The health and comfort of the students are the first consideration, and all matters relating to food, hygiene, and sanitation are carefully observed. Living expenses, including board, room, heat, light, and use of laundry and bath rooms, vary from \$3.50 to \$4.00 a week. This rate is exceedingly low, when one considers the completeness of the service offered. The table board is excellent, and the buildings are finely equipped. Single meals and meals to guests are 25 cents each. Bills are payable one month in advance. No discount is made for absences under one week, except in the case of the regular vacations, as indicated in the calendar. Discounts will be made for such vacations. Students are required to take care of their own rooms. Mail is taken to the postoffice, and delivered twice a day.

**Work of the Dean of Women:** The student body of the Normal School divides itself naturally into two groups, consisting of those who reside in the halls and of those who live in various homes about the city. Not only do the halls form the center of the school life, but they are a positive force in molding the spirit of the institution. Their influence spreads throughout school circles, creating a sentiment for all that which enriches the lives of young women.

To stimulate this influence and to further the spirit of unity in school activities, the Dean of Women has the same personal interest in the students residing outside the halls as she has for those who reside within them. Thus the health, the profitable use of time and energy, the social welfare of the young women are all matters which concern her in an intimate way.



In order to facilitate this acquaintance and to come in close relation with these phases of student life, each young woman is requested upon her arrival to register in the office of the Dean of Women. Here are lists of approved boarding and rooming places which serve to help a student in finding a comfortable location.

With a view to closer association of school and home interest, the Dean of Women entertains the young women of the school in groups. These occasions, which are of an informal nature, afford an opportunity for social grace and initiative along lines of entertainment, and foster a feeling of good fellowship throughout the school.

**The Open Hour:** During the fall and spring terms, an informal entertainment, called "The Open Hour," is given in Wheeler Hall every other Tuesday evening between the hours of seven and eight. In the winter term, the program is held from four to five o'clock on Sunday afternoons, while the girls are gathered around the fire-place.

By the favor and ready co-operation of members and friends of the Normal School, an opportunity is given during the year to hear the talent of the two cities in dramatic readings, music, and in recitals of various kinds. The major part of the entertainment is given by the visiting artists, the young women assisting with their accomplishments from time to time.

Frequently "A Social Tea," at which the social committee of each hall in turn acts as hostess, follows the program. The object of these programs is to entertain, but, in fostering the spirit of unity, in giving the young women an interest distinctly their own, and in revealing an ability to plan and to execute, "The Open Hour" and "The Social Tea" are progressive and invaluable.

**Board in Private Families:** Board may be obtained in private families, and rooms may be rented, where students may do their own cooking, if they wish to reduce expenses. The President and the Dean of Women will arrange for board, or for the renting of rooms, for any who desire to make such arrangements in advance. Pupils will be required, in all cases, to consult with the President or the Dean of Women in the choice of a boarding place.

**Sessions:** There are two sessions a day. The morning session begins at 8:00 o'clock, and closes at 12:10. The afternoon session begins at 1:30 and closes at 3:40. The Elementary School has two sessions. The morning session begins at 9 o'clock, and closes at 11:40. The afternoon session begins at 1:30 and closes at 3:30.

**The Athletic Association:** The provisions of the constitution of the Athletic Association connected with the school are sufficiently restrictive, and yet they are liberal enough to insure earnest and enthusiastic support. The President, Vice-President, Secretary, and Treasurer of the association, two other students, two members of the faculty, and one member of the Alumni Association, constitute the athletic board of control.

**The Bulletin:** The Bulletin is a quarterly magazine, published by the school. It is devoted to the interests of the normal school in particular, and in general to the educational interests of the Northwest. Sample copies will be sent to any address upon request.

**Literary Societies:** Two prosperous literary societies are maintained by the students, and they enjoy the support and encouragement of the faculty.



Elementary School Building



Portion of Campus, and Wheeler Hall

The work is stimulating and profitable. The societies have become an important element in the life of the school.

**Young Women's Christian Association:** Active work is done by the women of the school in the Young Women's Christian Association. Regular meetings are held each week, and, occasionally, social functions are given under the auspices of the association.

One of the most interesting phases of the work is that done under the direction of the Social Service Committee. There are various kinds of work represented, such as friendly visiting at institutions and homes, sewing and calisthenics for children, teaching English to foreigners, and services along other lines to people whose lives are different from their own.

Activity of this kind stimulates an interest in various conditions of living, and develops a spirit of thoughtfulness and helpfulness, which broadens the sympathies of those who render the service.

## **Admission, Advanced Standing, Diplomas and Certificates**

**Registration Fee:** The registration fee is one dollar and a half.

**The Life Diploma:** For admission to work leading to the life diploma, the applicant must be (1) a graduate of an approved high school, academy or college, or school of equal rank; or (2) present high school records, for which advanced credit will be given, for a semester or more of work in a high school; or (3) sustain satisfactory examinations in each of the following subjects: arithmetic, English grammar, geography, U. S. history, and physiology, which test the applicant's knowledge of the subjects named, as they are presented in the current leading modern text-books. Applicants will be expected to show ability to read at sight, intelligently and fluently, ordinary, easy prose and simple poetry, and sufficient training in English composition to enable them to write a simple essay, or letter, correctly, and in proper form. Applicants for admission, who hold teachers' state second grade certificates, or certificates secured in a high school, will be registered without examination. High school graduates receive 36 units of advanced credit, and college graduates 48 units. There are 60 units of work in the course of study. A minimum of one year's resident study is required of every candidate for graduation.

**The Elementary Diploma:** For admission to work leading to the elementary diploma the same subjects and the same proficiency are required as in the case of the life diploma, except that in the case of high school graduates, in addition to the evidence of graduation, satisfactory high school records must also be presented in each of the following subjects: Civics, one-half year; United States history, one-half year; Physics, one year, or Chemistry, one-half year; Botany, one-half year, or Zoology, one-half year. Physiology, also, is required, but records in that subject secured in a high school, or in a grammar school, will be accepted. Students who come to the Normal School without complete records in the foregoing subjects, may enter conditionally, and they will be given opportunity to make up the conditions.

**Advanced Standing:** High school graduates who have taken in graduate classes at least a half year's work in normal subjects, as offered in state high schools, will receive credit for subjects in which they may have done a full



semester's work, provided (1) that these credits shall apply only on two years' work in the course; (2) that the President reserves the right to test the quality of the work for which credit is asked; and (3) that not more than six units of credit can be given to any student.

**First Grade State Teachers' Certificates:** This certificate, valid at the time of presentation, will entitle its holder to twelve credits in the course of study; provided (1) that the subjects to be credited shall be designated by the President in conference with the student, and (2) that the average of such certificate must not be less than 85 per cent., and (3) that subjects in which the standings are less than 75 per cent. will not be credited, the number of credits being reduced in proportion to the number of standings lower than this minimum.

**University Standing:** Graduates of high schools, who complete the course of study, will be given two full years of credit by the state university. Such graduates may thus secure the degree, Bachelor of Arts in Education, in two years after graduation from the normal school.

**Legal Value of Diploma:** Under the law relating to normal school diplomas enacted by the legislature of 1909, the **Advanced Diploma** is valid as a first grade certificate for two years from its date. At the expiration of two years of actual, successful teaching, such diploma, indorsed by the president of the school granting it, and by the State Superintendent of Public Instruction, becomes a first grade certificate for life. The advanced diploma entitles its holder to teach in any grade of the public schools, to serve as principal of a state graded school, and to teach specified subjects in a state high school, under the authority of a permit issued by the State Superintendent of Education. Thus the holder of the advanced diploma may occupy a responsible position in any department of the state system of public school work.

**The Elementary Diploma** is valid as a first grade certificate for the period of three years from its date, and it is not renewable, except any holder of the elementary diploma, who has completed three years (36 units) of work in the course of study, may have its force and effect, as a first grade certificate, extended for a further period of three years, by the completion of an additional one year (12 units) of work. A high school graduate who has earned the elementary diploma may be granted the advanced diploma, upon the completion of an additional one year (12 units) of work. The State Superintendent of Public Instruction will grant a teachers' first grade certificate to holders of the Elementary Diploma at the end of three years from the date of the Diploma. The Diploma itself is not renewable, but the certificate will entitle the holder of the Diploma to teach for a further period of five years.

**Indorsement of Diplomas:** A fee of one dollar is required from each applicant for the indorsement of a normal school diploma.

**First Grade Certificate:** A first grade state teachers' certificate will be granted to students who complete the first three years (36 units) of work in the course of study. Such certificate will be granted, also, to high school graduates who complete one year (12 units) of work in the course of study.

**Second Grade Certificates:** A second grade state teachers' certificate will be granted to students who complete two years (24 units) of specified work in the course of study.

## The Course of Study

### Leading to the Advanced Diploma

#### First Year Subjects.

Algebra I., II., III.....	3 terms,	180 hours,	3 units
Commercial Geography .....	1 term,	60 hours,	1 unit
Drawing I. ....	1 term,	60 hours,	1 unit
English Composition I., II.....	2 terms,	120 hours,	2 units
English Grammar I., II.....	2 terms,	120 hours,	2 units
Music I. ....	1 term,	60 hours,	1 unit
Physiology .....	1 term,	60 hours,	1 unit
Reading I. ....	1 term,	60 hours,	1 unit

#### Second Year Subjects.

American History, I., II.....	2 terms,	120 hours,	2 units
Arithmetic I., II.....	2 terms,	120 hours,	2 units
Drawing II. ....	1 term,	60 hours,	1 unit
English History .....	1 term,	60 hours,	1 unit
*Music II. ....	1 term,	60 hours,	1 unit
Physical Geography .....	1 term,	60 hours,	1 unit
Plane Geometry I., II.....	2 terms,	120 hours,	2 units
*Zoology I., II.....	2 terms,	120 hours,	2 units

#### Third Year Subjects.

American Literature I., II.....	2 terms,	120 hours,	2 units
*Botany I., II.....	2 terms,	120 hours,	2 units
*Agriculture I. ....	1 term,	60 hours,	1 unit
**Industrial Work I., II.....	2 terms,	120 hours,	2 units
Physics I., II., III.....	3 terms,	180 hours,	3 units
Reading II. ....	1 term,	60 hours,	1 unit
Rhetoric .....	1 term,	60 hours,	1 unit

#### Fourth Year Subjects.

*Agriculture II. ....	1 terms,	60 hours,	1 unit
Chemistry I., II.....	2 terms,	120 hours,	2 units
Child Study .....	1 term,	60 hours,	1 unit
General History I., II., III.....	3 terms,	180 hours,	3 units
Teaching I. (Observation).....	1 term,	60 hours,	1 unit
Physiography .....	1 term,	60 hours,	1 unit
Psychology I. ....	1 term,	60 hours,	1 unit
Solid Geometry .....	1 term,	60 hours,	1 unit
Theory of Education I.....	1 term,	60 hours,	1 unit

\*Elective. \*\*Two Electives. For further statement regarding electives, see paragraph under Special Courses on page 53.

**Fifth Year Subjects.**

Advanced Civics .....	1 term,	60 hours, 1 unit
English Literature I., II.....	2 terms,	120 hours, 2 units
Geology .....	1 term,	60 hours, 1 unit
History of Education.....	1 term,	60 hours, 1 unit
Children's Literature .....	1 term,	60 hours, 1 unit
Literature and Themes.....	1 term,	60 hours, 1 unit
Psychology II. ....	1 term,	60 hours, 1 unit
School Management and Penmanship.....	1 term,	60 hours, 1 unit
Sociology .....	1 term,	60 hours, 1 unit
Teaching II., III.....	2 terms,	120 hours, 2 units



## The Course of Study For High School Graduates

### A Two Years' Course, Leading to the Advanced Diploma

#### English

English Grammar .....	1 term,	60 hours, 1 unit
Reading .....	1 term,	60 hours, 1 unit
Children's Literature .....	*1 term,	60 hours, 1 unit
Literature and Themes.....	1 term,	60 hours, 1 unit

#### History and Social Science

American History .....	1 term,	60 hours, 1 unit
Advanced Civics .....	1 term,	60 hours, 1 unit
Sociology .....	1 term,	60 hours, 1 unit

#### Education

Psychology .....	2 terms,	120 hours, 2 units
Theory of Education.....	1 term,	60 hours, 1 unit
History of Education.....	*2 terms,	120 hours, 2 units
Teaching .....	3 terms,	180 hours, 3 units
School Management .....	$\frac{1}{2}$ term,	30 hours, $\frac{1}{2}$ unit

#### Reviews and Methods

Arithmetic .....	1 term,	60 hours, 1 unit
Drawing .....	1 term,	60 hours, 1 unit
Music .....	1 term,	60 hours, 1 unit
Geography .....	*2 terms,	120 hours, 2 units

Elementary Science .....\*1 term, 60 hours, 1 unit

Industrial Work .....\*\*2 terms, 120 hours, 2 units

Penmanship ..... $\frac{1}{2}$  term, 30 hours,  $\frac{1}{2}$  unit

\*Elective.

\*Elective. \*\*Two electives.

## The Elementary Diploma

A graduate of a high school, who completes twelve terms of work in the foregoing course of study, as indicated below, may receive the elementary diploma.

### Subjects

Arithmetic .....	1 term,	60 hours, 1 unit
Drawing .....	1 term,	60 hours, 1 unit
*Elementary Science .....	1 term,	60 hours, 1 unit
Geography .....	1 term,	60 hours, 1 unit
Grammar .....	1 term,	60 hours, 1 unit
Music .....	1 term,	60 hours, 1 unit
Penmanship .....	$\frac{1}{2}$ term,	30 hours, $\frac{1}{2}$ unit
Psychology .....	1 term,	60 hours, 1 unit
Reading .....	1 term,	60 hours, 1 unit
School Management .....	$\frac{1}{2}$ term,	30 hours, $\frac{1}{2}$ unit
Teaching .....	2 terms,	120 hours, 2 units
Theory of Education.....	1 term,	60 hours, 1 unit

\*Elective. For further statement regarding electives, see paragraph under Special Courses on page 53.

## Elementary Course of Study

**Designed Especially to Prepare Teachers for Rural and Semi-Graded  
Schools—Leading to the Elementary Diploma**

Arithmetic I., II.....	2 terms, 120 hours, 2 units
Algebra I., II.....	2 terms, 120 hours, 2 units
Composition I., II.....	2 terms, 120 hours, 2 units
Reading I., II.....	2 terms, 120 hours, 2 units
American History I., II.....	2 terms, 120 hours, 2 units
Elementary Civics .....	1 term, 60 hours, 1 unit
Physiology and Hygiene .....	1 term, 60 hours, 1 unit
Physical Geography .....	1 term, 60 hours, 1 unit
Commercial Geography .....	1 term, 60 hours, 1 unit
Geometry I., II.....	2 terms, 120 hours, 2 units
Grammar and Composition I., II.....	2 terms, 120 hours, 2 units
Manual Training II.....	1 term, 60 hours, 1 unit
Botany I. or Zoology I.....	1 term, 60 hours, 1 unit
Elementary Agriculture .....	1 term, 60 hours, 1 unit
English History .....	1 term, 60 hours, 1 unit
Music I. ....	1 term, 60 hours, 1 unit
Psychology I. ....	1 term, 60 hours, 1 unit
Rural Domestic Economy.....	1 term, 60 hours, 1 unit
American Literature I., II.....	2 terms, 120 hours, 2 units
Primary Methods or Drawing I.....	1 term, 60 hours, 1 unit
Rural School Methods.....	1 term, 60 hours, 1 unit
Physics or Chemistry .....	2 terms, 120 hours, 2 units
Rural Sociology .....	1 term, 60 hours, 1 unit
Theory of Education I.....	1 term, 60 hours, 1 unit
Teaching, I., II.....	2 terms, 120 hours, 2 units
Primary Methods .....	1 term, 60 hours, 1 unit

Penmanship is required in all courses.

## Electives

Subjects may be elected from the special courses (see page 53) and from the following list, which will be offered as the facilities of the school permit, and may be chosen by students after consultation in lieu of subjects which are starred, in all divisions of the course of study:

English and Library Science.....	4 units
Biological Sciences .....	3 units
Physical Sciences .....	3 units
History and Economics.....	3 units
Mathematics and Astronomy.....	3 units
Physical Education .....	1 unit
Agriculture and Rural Sociology.....	3 units
Primary and Grammar Grade Methods.....	2 units
School Administration .....	1 unit

The course in School Administration is organized especially for those students who expect to become principals of graded schools, and all such students are required to take that course. The course may be elected by other students.

## Summer Term

June 14th to July 23rd, 1915

The summer term of 1915 will open June 14, and the term will close July 23. This arrangement of dates will enable students to complete six weeks of work before the date set for the teachers' examinations.

**Double Courses** in all **First and Second Grade** subjects will be offered. Double courses in other subjects will be offered as indicated in the program, and as the facilities of the school will admit of their organization. A student pursuing a double course—reciting twice a day—may complete that course in six weeks, and receive credit therefor.

Arrangements will be made to meet the requirements of **rural school** teachers.

The model school will be in session, so that candidates for graduation may carry forward their work in the training department.

Special effort will be made to accommodate graduates of **high schools**, who desire to begin work on the course of study, or who desire to complete unfinished work in the course. Courses in nearly all normal school subjects will be offered.

**Suggestive Programs:** Students will be permitted to select such subjects as they may desire to take, under certain restrictions. No student will be permitted to undertake an amount of work, which cannot be well done. Individual needs will be considered, and every opportunity possible will be afforded to students to register for work which will be most helpful.

**Credits.** Teachers may receive credit on a teacher's state certificate, in lieu of examination, for work done during a summer term. Credits to apply on both first and second grade certificates may be secured in this way.

### **Second Grade subjects:**

- Arithmetic—2 terms.
- Civics—1 term.
- Composition—2 terms.
- Geography—1 term.
- U. S. History—2 terms.
- Grammar—2 terms.
- Physiology—1 term.
- Reading and Spelling—1 term.
- Penmanship.

### **First Grade Subjects:**

- Agriculture—
- Algebra—2 terms.
- Geometry—2 terms.
- Physical Geography—1 term.
- Physics—2 terms.

**High School Graduates:** One term of work, only, in each of the following subjects is required of high school graduates: Geography, Arithmetic, U. S. History, English Grammar.

**Agriculture**—Courses in Elementary Agriculture will be offered. These courses will embody elementary farm principles, as applied to the work of rural schools, and they will be in charge of an agricultural expert, who is

familiar with rural school conditions. The work will be made practical and helpful as possible, and a number of special lectures will be given in connection with these courses. Credit for this work will be given in the normal school course of study and on a teacher's certificate.

**Rural School Methods:** Trained and experienced county superintendents will be in charge of the courses, and the work offered will be of practical character, embodying the following subjects:

1. School sanitation and Decoration.
2. School Management and Organization,—making of programs, etc.
3. Children's Plays and Games.
4. Children's Songs.
5. Penmanship and Spelling.
6. General Lessons. Opening Exercises.
7. Elementary Agriculture.
8. Children's Literature.
9. Social Life in Rural Communities,—including the following studies:  
Country Clubs, Contests, Noonday Lunches, and Visiting Homes of the Community.
10. Construction Work, Basket and Mat Weaving.

Special work will be offered which will show the rural school teacher how to adapt the common school branches to the needs of the community.

Opportunity will be given for observation of practical work in the model school, and these periods of observation will be followed by discussions conducted by the critic teachers and by the Superintendent of the Model School.

The program will be arranged so that all persons interested in these courses will be able to take advantage of them. The complete equipment of the Model School will be available for carrying out the provisions of the courses.

**Rote Singing:** A course in Rote Songs will be offered by the teacher of music.

**Registration:** All persons who expect to attend the summer term are urged to be present at the opening of the term. A student will receive credit for any work previously done, whether a High School graduate or not, according to the rules of admission to the Normal School.

**Living Expenses:** See paragraph on the **Life of the Student** on page 10.



Student's Room, Wheeler Hall



Reception Room, Wheeler Hall



## Program of Double Courses

### For Summer Term

A credit secured in any subject during the summer term will be applied on the course of study in the normal school, and such credit may be applied, also, on a teacher's state certificate.

7:30 A. M. and 3:00 P. M.

Agriculture (First term)  
Plane Geometry (Second Term)  
Psychology (First Term)  
Grammar (First Term)  
Literature and Themes  
Sociology  
Arithmetic (Second Term)  
Geography (High School Graduate)  
Physics (First Term)  
Plane Geometry (First Term)  
Reading (First Term)  
Advanced Civics  
Physiology

8:20 A. M. and 3:50 P. M.

Arithmetic (First Term)  
Psychology (First Term)  
Grammar (High School Graduate)  
Composition (Second Term)  
History, U. S. (High School Graduate)  
Theory of Education (First Term)  
Commercial Geography  
Music (High School Graduate)  
Physics (Second Term)  
Botany (Second Term)  
Wood Work  
Algebra (First Term)  
Drawing (High School Graduate)  
Elementary Civics  
Plane Geometry (First Term)

9:10 A. M. and 4:40 P. M.

History (Second Term)  
Agriculture (First Term)  
Arithmetic (High School Graduate)  
Psychology (Second Term)  
Grammar (Second Term)  
Composition (First Term)  
History, U. S. (High School Graduate)  
Penmanship  
Physical Geography  
Music (First Term)  
Physics (First Term)  
Wood Work and Mechanical Drawing



## Program of Double Courses—Continued

Algebra (Second Term)  
 Reading (High School Graduate)  
 Elementary Civics  
 History (First Term)  
 Domestic Art I.

7:45 to 9:00

Domestic Science (Elementary School)

8:30 to 11:15

Elementary School in session

10:00 to 10:15

Chapel

10:15 to 10:35

Chorus

10:40 to 12:10

Domestic Science I. and II.

Construction Work, Basket and Mat Weaving

10:40 to 12:10

Rural School Domestic Economy

This is a full credit course. It deals with those phases of Domestic Economy, which the Rural School teacher will find of especial value to her. It includes elementary food preparation, serving of hot lunches, elementary hand and machine sewing, and garment making.

11:25 to 12:00

Observation

10:30 to 11:15

2:00 to 2:45

Rural School Methods

This is a full credit course in the Course of Study. It will satisfy the requirement for professional credit on a second and on a first grade certificate.

1:15 to 2:00

2:00 to 2:45

Primary Methods

This is a full credit course, and it will satisfy the requirement for professional work on a second and a first grade certificate.

1:15 to 2:00

Primary Rural School Methods

This course will satisfy the requirement for professional test on a second grade certificate, and the professional requirement in Rural School Methods on a first grade certificate. This course may be taken in addition to two full credit courses.

11:15 to 12:00

General Rural School Methods

This course will satisfy the requirement for professional test on second grade certificate, and the professional requirement in Rural School Methods

### Program of Double Courses—Continued

on a first grade certificate. This course may be taken in addition to two full credit courses.

1:15 to 3:00

Domestic Science I. and II.

1:15 to 4:30

Consultation and Teachers' Meetings

1:30 to 3:00

Domestic Science (Advanced Work)

**Note:** The foregoing program is subject to change, and additional subjects will be offered, if there is a demand for them.

## Description of Courses

### Psychology and Education

**Psychology I.** This course is a brief survey of the fundamental facts of psychology in relation to pedagogy and to life. The aim is to lay emphasis upon the physiological conditions of mental activity, and to lead the student by observation, experiment, introspection, analysis, and definitions to such an understanding of psychological terms as will enable him to read intelligently the literature on psychology and pedagogy. This course serves as an introduction to all other courses in the department of psychology and education.

Texts: Angell's Psychology, and James's Psychology, Briefer Course.

**Psychology II.** This course is a continuation of Psychology I., but the aim is to approach the subject from the point of view of educational and experimental psychology. The source, order and conditions of development of both physiological and mental functions are sought, and such topics as mind-body relations, sense training, apperception, imaging, memory, association, thinking, the feelings, attention, motor-training, moral training, heredity, and environment are studied in their application to education. Elementary experimental work is performed by the student on such topics as attention, mental images, memory, effective tone, reaction time, and sense discrimination for better interpretation and application, discussions, references and experiments. Simple mental tests are devised and applied. This course is given through discussions, references and experiments.

### Theory of Education

**I. (Principles of Education.)** This course follows the first term of psychology and is for the students of all courses. It is a treatment of educational aims, means and values and general methods. No one text is used, but reference is made to the works of a large number of present day writers on education.

**II. (Child Study.)** This is a second term's work in the theory of education as based upon child nature, and is given in the advanced courses. Here the point of view is that of genetic psychology and child study in general. A careful study is made of the many topics pertaining to growth, mental and physical, with some attention to abnormalities, a study of instincts, heredity, environment, and a few special topics with experiments.

References: The general literature of the subject and Kirkpatrick's Fundamentals of Child Study.

### History of Education

**I. (Ancient and Mediaeval and Modern Education.)** This term's work is required in the Advanced Course. The course is devoted to the study of ideals and practices of ancient, mediaeval and modern times, and the changes wrought by historic movements, discoveries, and inventions. The aim is to lead the student to realize that education is the highest phase of evolution, and that educational theories survive as principles, only when they accord with the laws of man's physical and mental nature.



Student's Room, Comstock Hall



Reception Room, Comstock Hall

Text: Monroe's A Brief Course in the History of Education, supplemented by numerous references.

II. (**Modern Elementary Education.**) **Elective.** In this course the large movements, or tendencies, in modern elementary education, and the theories and practices of the present time are criticized. Special consideration is given to the current problems of education. Some educational classics are read, and supplemented by educational magazine references.

Text: Parker's History of Modern Elementary Education.

## The Elementary School

This department is closely related to other departments of the school, and seeks a skillful, practical application by normal school students, under supervision, of the best educational theory. It includes a well equipped elementary school of eight grades, which affords ample opportunity for the two lines of work offered, namely, (1) Observation and Theory, and (2) Practice-Teaching.

**Observation and Theory.** For the benefit of the children in the elementary school, as well as the practice teachers themselves, this work aims at raising the quality of the practice teaching by first fixing high ideals of teaching, and securing as thorough a knowledge as possible of the general principles by which the best teaching is governed. With this end in view a twelve weeks' course in Observation is conducted, following the courses of Psychology and Theory of Education, and preceding the period of student teaching in the Elementary School. The critic teachers of the various departments conduct recitations for the benefit of the Observation classes. These exercises are followed by thorough discussions. It is the aim to make this work as suggestive, practical, and generally helpful as possible. A Brief Course in the Teaching Process by Strayer is used as a text-book during a part of the course.

**Practice Teaching.** A student spends daily a normal department period of fifty minutes in the elementary school. From twenty to forty minutes are given to teaching a class, and the remainder of the time is devoted to miscellaneous school duties, such as working with a class, or with an individual pupil, during a study period, preparing material, etc. The practice teacher keeps the same class in the same subject for twelve weeks. Practice teachers have the advantage of private consultation with the critic teachers and the superintendent, and of a system of weekly meetings, at which the details of the elementary school work and kindred topics are discussed.

**Teaching Plans.** Each practice teacher prepares subject outlines and daily statements. The subject outline is a detailed outline of a topic to be taught. In making an outline, both the logical and psychological are considered, but the greater emphasis is put upon the former. The primary object of the outline is to secure that attention to subject matter, which is so essential to good teaching. The daily statement is a plan for each day's teaching. It has two parts, **Purpose and Method.** The purpose calls for a very definite statement of the subject matter to be covered in the lesson, and the chief aims the teacher has in mind to accomplish through the teaching of this lesson. Under method, the teacher tells in a specific manner her plan of conducting her recitation to the end that she may accomplish the aims she has set forth.



**The Ideal of the Department.** The ideal of the department in its supervision of the work of the practice teachers is excellence in the following things:

- (1) Personal appearance and manner
- (2) Sense of responsibility, faithfulness
- (3) Professional interest and enthusiasm
- (4) Scholarship
- (5) Class management:
  - (a) On the side of teaching
  - (b) On the side of discipline
- (6) Power of growth.

Teaching is an art, not a science, and it is the policy of the department in everything within its scope, which has bearing upon the training of a teacher, not only rigidly to observe certain well established general principles, but also to avoid as far as possible the stifling effect of excessive formalism, and to encourage to the uttermost the development of freedom and originality.

**The Curriculum of the Elementary School:** The history course through out the grades is made the unifying element of the course of study. It is as follows:

First Grade—Home Life.

Second Grade—Primitive Life.

Third Grade—Greek Myths, Norse Myths, and King Arthur Stories.

Fourth Grade—Bible Stories, Roman History Stories.

Fifth Grade—European Hero Stories.

Sixth Grade—American History.

Seventh Grade—English History.

Eighth Grade—American History.

The following outline suggests the scope of the curriculum, and shows the grades in which the different subjects have special periods:

History (as outlined)—All grades.

Oral and written language:

1. Based on central theme (home life, or primitive life, nature study and stories)—First Two Grades.
2. Based on myths, history stories, literature, nature and art—Third, Fourth, Fifth and Sixth Grades.

Language (text supplement)—Seventh and Eighth Grades.

Spelling—All Grades.

Writing—All Grades.

Arithmetic—All Grades.

Geography—Third, Fourth, Fifth, Sixth, and Seventh Grades.

Hygiene—All Grades.

Music—All Grades.

Drawing—All Grades.

Manual Training:

1. Desk work—First four grades.
2. Shop work (boys)—Last four grades.

Physical Training—All grades.

Domestic Art (girls)—Fifth and Eighth Grades.

Domestic Science (boys and girls)—Sixth and Seventh Grades.

Nature Study—First five grades.



## School Management

The course in School Management continues through six weeks. The course involves such subjects as school law, the establishment, organization and conduct of schools; buildings and their equipments, heating and ventilating; managing classes, incentives, securing co-operation of pupils; qualifications and duties of teachers; the position of a teacher relative to the community in which she teaches; school boards and their duties, and city school systems.

## Primary Methods

This course aims to indicate how important principles of teaching may be worked out in the lower grades. The subject matter for those grades is outlined and discussed, with special reference to its fitness for meeting the real needs of little children. Observation lessons are given, and these form a basis for the consideration of method in teaching.

## English Grammar

I. A brief but suggestive outline of the history and development of the English language is first given to arouse the interest of the students in their speech. Grammar is defined on a psychological basis, and constant effort is made to bring out the thought relations of speech and to show that grammar can but follow and record the language forms and usages made by the people in their growth as a race. The entire work of this term is with the sentence,—the development of the idea into the clearly defined thought as a sentence, the expansion of the simple sentence into the complex and the compound form, the study of phrases and clauses as the large modifiers of subject or predicate. Such sentence analysis is carried on by the students both from their own composition work and from selections in literature.

II. The work of this term follows in more detail the general plan of the first term. Parts of speech are now studied apart from the sentence, and thorough drill on the technical side is given. The sentence is reviewed and the relative value and place of the parts of speech in the sentence unit clearly defined.

Text: A Modern English Grammar, Buehler.

III. The aim of this course is to give the mature student a broader view of the scope and power of grammar as the science of language, and to impress upon him the great social and ethical needs of expression and communication as fulfilled through language. Through an outline study of racial evolution and growth, the student is led to see the evolution and growth of thought into the sentence. A thorough review of the sentence forms, of parts of speech, and of all general technical terms is given; but effort is made to show that these are based always on thought and are not mere dead forms. Class reports on special topics in language, outside reading of important linguistic authorities, and comparative study of grammar text-books are features of the course.

This course is open to graduates of high schools, and to students having an equivalent preparation.

Text: Barbour's Grammar Teaching: History and Method.



Hallway, Elementary School



Critic Teacher's Office

## English Composition

The work consists chiefly of practice in composition, the student writing frequent brief themes based partly on study and research, partly on experience and emotion. It grows out of the theory that the common schools are not so much concerned with English as a fine art as with English as a habit. It clings as closely as possible, therefore, to the life of the student, striving to invigorate and refine it.

I. In addition to constant practice in oral and written speech, the students engage in a careful study of the choice of a subject, the selection of a title, and the less technical principles governing the use of words, sentences, paragraphs, and whole compositions. They are given pretty thorough drill in such elementary features as punctuation, and the mechanics of letter-writing. Each student reads one work of fiction and reports on it.

Herrick and Damon: Chapters I-II.; IV-VIII.; or Thomas and Howe; Chapters I-III., VI., VIII., X., XI.

II. Having stimulated some initiative in the student through this preliminary work, we proceed to more exact and critical elements of composition. The principles of unity, coherence, and emphasis, roughly indicated in the first term's work, are here reviewed and more insistently applied. Good use, with its standards as applied to words and sentences, is taken up, especial attention being given to the elimination of barbarisms, including slang, and improprieties, including mistaken uses of shall and will. Idiom and the grammar of sentences are carefully noted. In these exercises, students are taught to criticize and correct their own work and that of their fellows. To teach them to plan and organize, one longer theme is required, on a subject involving a process of development, or distinct stages of division.

Texts: Thomas and Howe, complete; Herrick and Damon, parts I., II., IV. Supplementary: Ashmun's Prose Literature for Secondary Schools; Nutter, Hersey and Greenough's Specimens of Prose Composition; Cook and Benham's Specimen Letters.

III. (*Rhetoric*). This course gives not only systematic drill in the principles of rhetoric but sustained practice in composing themes. All the elements of composition,—words, sentences, paragraphs, and whole compositions,—are reviewed in their relation to good use, to the principles of style,—unity, coherence, and emphasis,—and to the qualities of style,—clearness, force and elegance. The planning of a composition, with outlines, summaries, and briefs, is a regular feature of this course. Besides a number of short themes, this term's work requires a series of longer themes in exemplification of the chief forms of discourse, each of which is carefully prevised in outline form, and subsequently revised in obedience to criticism.

Texts: Herrick and Damon, parts III., IV., and V.; Thomas and Howe, chapters II., IV., V., VII. References: Barrett Wendell's English Composition; Genung's Principles of Rhetoric; E. H. Lewis's Business English; Kavana and Beatty's Composition and Rhetoric, for retrospective narrative and descriptive pictures.

## Literature

The work in literature, both English and American, while it is based on a certain text-book and follows the general order of that book, consists largely

of individual reading. This includes (a) a study of representative classics from the leading authors, and (b) a perusal of literary histories and critical comments found in the general library. Generous references, covering the whole field of literature, particular periods, or individual authors, are reserved in the general library, which has an unusual equipment of bound magazines, with both Poole's and the Cumulative Index.

An important feature of the work is the note-book, in which the student records an organized summary of his reading and thought about the principal literary movements and the leading authors. In composing it, he is expected to follow some such plan as this: (a) Keep in mind the problem; viz., to learn what this particular epoch or author has contributed to the national life and literature, (b) gather material, (c), analyze it, (d) organize it, using a brief, but composed style, (e) draw conclusions.

I. (**American Literature.**) Literature of the colonies, of the Revolution, of the national (constitutional) period, Franklin, Charles Brockden Brown; literature of the Republic, Irving, Cooper, Bryant; Halleck, Drake and Willis; Transcendentalism; Emerson, Thoreau, Poe, Hawthorne. Follow chiefly the plan in Pattee; use Cairn's *Early American Writers*, books in the general library, and classics in the text-book library.

II. (**American Literature.**) The Cambridge School of Writers—Longfellow, Lowell, Holmes; Whittier and the anti-slavery workers; the Orators; Historians; Humorists; Contemporary Fiction; the Short Story Writers; the American drama. Follow Pattee, supplement of the references in the general library with liberal use of the magazines; use the classics in the text-book library.

III. (**English Literature.**) In the study of English literature, particularly the early periods, much collateral reading in English history, chiefly Green's *History of the English People*, and Traill's *Social England*, is required. The note-book is of especial value here. The topical outline generally follows Long. The periods studied are: Anglo-Saxon, Anglo-Norman, Age of Chaucer, Revival of Learning, Age of Elizabeth, The Puritan Age, and the Restoration.

IV. (**English Literature.**) Eighteenth century literature, including the classical movement, and the rise of the modern novel; the Age of Romanticism, with its school of Revolutionary poets, and its school of nature poets; The Victorian Age, with its poets, novelists, and essayists.

Texts: Long, Halleck, Brooke, Moody and Lovett; classics in the text-book library. References: The general library is richly supplied with the best authorities.

**Themes and Literature.** This course is both an intensive study of a particular phase of English literature, and an advanced course in composition. It is devoted to the Nineteenth Century novelists, and involves the writings of six longer themes, and a number of shorter, incidental papers. The novelists studied, together with the particular novels read and discussed by the entire class, are these: Scott, *Ivanhoe*; Dickens, *A Tale of Two Cities*; George Eliot, *Silas Marner*; Thackeray, *Henry Esmond*; Stevenson, *Kidnapped*. Other novelists—for instance Charles Reade and Thomas Hardy—are incidentally treated. Each student carries through the term some particular theme-topic, such as "The Nineteenth Century Novelists as Delineators of Character," applying it individually to each author in turn, and in the end composing one summar-



ized theme that includes a proportionate estimate of the several novelists as delineators of character. Other topics, among those that have been successfully treated, are: The social message; the political ideals; the philosophy of life; the psychology; the humor; the pathos; the plot element; the historical element; the realism; the romance, etc., of the nineteenth century novelists. Since each student reads four novels in addition to those studied by the group, the best work of the several novelists is thus brought to the attention of the class. The composition work, most of which involves a preliminary outline brief, as well as subsequent revision, is expected to attain a quite free and finished style of expression.

References: Painter's Elementary Guide to Literary Criticism; Dawson's Makers of English Fiction; Saintsbury; Moody and Lovett.

**Children's Literature.** This course is planned to assist students to acquire an acquaintance with children's literature, as far as such assistance can be given by formal instruction. The course attempts to give to normal school students a brief history of children's books; to convince them of the value of the reading habit; to teach them how to judge books; to familiarize them with some of the best collections of stories for children; to give practice in story telling; and to disclose to them something of the wealth of material in print for the child's instruction and delight. Several hundreds of the best books for children are in the libraries of the Normal School, and are available for use by students taking the course.

## The Library and Reading Room

**General Library.** The library contains more than 9,000 volumes, including bound magazines, that are regularly catalogued. In addition, there are nearly 3,000 volumes of government reports, including the official records of the Civil War, the Congressional Record, the Geological Survey, the Ethnological Reports, and the reports of the various departments, including the National Education Association. There are also on file the current numbers of both general and local periodicals and newspapers.

**Children's Library.** The children's library in the Model School building has a collection of over 1,500 books, including fiction, reference and excellent picture books. The magazine of Travel, Youth's Companion, Saint Nicholas, and The World Chronicle; and a collection of more than 500 pictures well arranged and catalogued.

## Library Science

The course in library science is planned in reference to two objective points:

- a. The value of such work to the normal school student as an individual and as a teacher.
- b. The value of such work to the children she is to teach.

Stress is laid upon the actual use of books; and a simple plan for the use of school libraries is carefully presented. Instruction covers the following points:

1. Book selection and bibliography, based on approved lists of books for schools, comparison of graded lists, and actual study of books themselves in each class.



General Library



Children's Library

2. Classification: Outline main division of the Dewey decimal classification, and study the arrangement of books on the shelves, and the kind of book included in each class.

3. Cataloging (including shelf-list and accession.) Study the catalog itself, its use, and give practice work in simplest forms of author, title, subject, and analytic entries.

4. Reference Work: Encyclopedias, dictionaries, hand-books, ready reference books in history, etc.; indexes to periodicals; practice in looking up topics, and debating material.

5. Administration: Special lectures upon general library topics, such as library commissions, relation of school to public library, and similar topics.

## The Latin Language

III. (Cicero): Six orations of Cicero are read, and Latin Composition is continued, the emphasis being placed upon the verb relations.

Bennett's Cicero.

Bennett's Latin Composition.

IV. (Virgil): The first six books of Virgil's Aeneid are read. Greek mythology and poetry are emphasized by supplementary reading and the study of scansion.

Knapp's Virgil.

## Mathematics

**Arithmetic.** The subject is taught for its utility and its culture. The work is planned on the utility side to correlate with other subjects, and to meet the demand of the business world that our school children acquire speed and accuracy in fundamental operations, and a knowledge of such business terms and practices as are current in the ordinary work of life. The culture value of the subject lies not so much in what is taught, as in how it is taught. The student is trained to think in every problem that he solves, until he acquires power to grasp the conditions in a problem, and exercise judgment in dealing with them. The courses in arithmetic follow:

I. Notation and numeration; principles of factoring; fundamental operations with integers, common fractions and decimal fractions; many problems for drill and for mental development; ratio and proportion, denominate numbers; practical measurements; lumber, carpet, paper, shingles, etc., mensuration of plane figures and solids.

II. Percentage and interest; three types of percentage problems, trade discount, commission, insurance, taxes and duties, simple, compound and exact interest, promissory notes, banks and bank discount, exchange, stocks and bonds.

III. This subject includes a review; practice in the preparation and presentation of material in the grades; drill, and a discussion of the means of making drill effective; carefully selected reference reading, and its discussion and application in class. This course is open to high school graduates, or those having an equivalent preparation.

Text: Van Tuyl's Complete Business Arithmetic, and supplementary books.



## Algebra

I. Fundamental operations; simple equations; theorems in multiplication and division; factoring; lowest common multiple; highest common factor; fractions; problems.

II. Fractional equations; simultaneous equations; graphical solution of equations; simple quadratic equations; literal equations; involution and evolution; problems.

III. Theory of Exponents; radicals; imaginaries; equations containing radicals; simultaneous quadratics; ratio and proportion; arithmetical and geometrical progressions; binomial theorem; logarithms; application of algebra.

Text: Collins's Algebra.

## Geometry

The course is intended to give familiarity with the fundamental theorems and constructions, to show their practical possibilities, and to stimulate the mental activity of the pupil.

The work is partly experimental and partly demonstrative. Considerable attention is given to practical applications and numerical exercises. Many "originals," and, occasionally, historical notes are introduced.

1. (Plane): Books I. and II.

2. (Plane): Books III., IV. and V.

3. (Solid): The subject includes lines and planes in space, dihedral and polyhedral angles, polyhedrons, the cylinder, the cone, and the sphere.

Text-book: Wentworth-Smith's Plane and Solid Geometry.

## Reading

Expression is one of the laws of our being. The student of expression does not deal with articulation, voice culture and physical culture alone, although their importance must be emphasized in order that the working of the mind through the body may not be limited by defects of voice and manner. Reading and reciting are for the direct purpose of training the mind to see the meaning of words quickly and of securing an easy, transparent expression of it. The courses in Reading follow:

I. Volumes one and two of Evolution of Expression are used as the text. These are supplemented by standard prose and poetry in the logical order of development. Special attention is given to the individual in this class.

II. Volumes two and three of Evolution of Expression. Supplementary prose and poetry are largely used. Dramatic work is introduced. The essentials of teaching reading are given.

III. Attention is given to the expressional development of each member of the class before the regular work in Methods begins. The principles employed in teaching the selections made for study are such as can be adapted to a broad range of literature. Special studies are: (a) The choice of material for use in grade work; (b) the cultivation of the literary taste of children; (c) the art of story telling. This course is open to high school graduates, or those having an equivalent preparation.

IV. This is an elective course. The course includes: (a) principles of vocal and literary interpretation; (b) arrangement and presentation of pro-

grams for public occasions; (c) public speaking; (d) argumentation and debate.

Prerequisites to Course IV.: Reading I. and II.

## Physics

The aim in this subject is to learn the principles of general physics, and to apply them in the solution of the problems of the home, school, and farm. As far as possible, each new topic is attacked simultaneously by class demonstration, by laboratory exercise, and by text-book. Three periods a week are devoted to class demonstration and recitation, and two double periods to individual laboratory work. Well kept laboratory note-books are a requirement of the work in this subject. Algebra and Plane Geometry are prerequisites to all of the following courses.

I. This course includes the fundamental units of measurement, force and motion, pressure in liquids, pressure in air, hygrometry, molecular forces in liquids, thermometry, and work and mechanical energy.

II. The mechanical equivalent of heat, heat engines, gas engines, refrigeration, methods of transfer of heat, methods of heating and ventilating buildings, magnetism, static electricity, electric generators, electricity in motion, methods of electric lighting, and other applications of electricity are prominent topics in this course.

III. The applications of electricity, sound light, and radiant energy are studied in detail in this course.

Text-books for Courses I., II. and III.: First Course in Physics, Millikan and Gale, and Cavanagh-Westcott and Twing's Physics Laboratory Manual. Other recent text-books and current magazines are used for reference.

## Elementary Agriculture

Two courses in agriculture are offered by the Normal School. Although the instruction in these courses is technical, they are planned primarily for those expecting to teach in rural, village, and consolidated schools. As a result of instruction in these courses, students are expected to have a greater interest in rural life, and a better preparation for helping rural people solve rural problems.

I. This course is devoted to agronomy and closely allied subjects. The following topics are considered: The elements of plant food; the common types of soils; essential facts of soil physics and soil chemistry; fertilizers; methods of propagating plants; judging of corn, wheat, oats and potatoes; germination and purity tests of grains; plant diseases and methods of combating the same, weeds; insects; fruit recommended for this region; forestry as a farm crop; and a few principles of landscape gardening. School gardening and plot work will be carried on during the spring and summer terms.

Text: Mayne and Hatch's High School Agriculture. Farmers' Bulletins, Experiment Station Bulletins, reference books, and current magazines are drawn on for material for this course.

II. Animal husbandry and related topics constitute the subject matter of this course. The principal types and breeds of farm animals, the analysis of milk by the Babcock test, the care of poultry, and the methods of calcu-



Office of Dean of Women, Wheeler Hall



Stage in Auditorium



lating balanced rations for all classes of farm animals will be prominent topics in this term's work. In connection with this course, the class will visit the North Dakota Agricultural College, and the available dairy barns and poultry pens of people living near Moorhead.

Text: *Beginnings of Animal Husbandry* by Plumb, *Domesticated Plants and Animals* by Davenport.

Bulletins, reference books, and current magazines will be drawn upon as in the preceding course.

## **Rural School Methods and Rural School Sociology**

The topics in this course have been carefully gleaned from the fields of pedagogy and sociology for the express purpose of meeting the needs of rural teachers.

The following topics will be presented by those who have made a specialty of this phase of educational work: The organization of the rural school; including the making of programs; the course of study for the rural school; opening exercises; general exercises; children's literature; agriculture; domestic science and household art; manual training; children's games and plays; school sanitation and decoration; noonday lunches; contests; the importance of rural sociology; types of communities; rural and urban increase; social nature of the rural problem; advantages and disadvantages of farm life; improvement of agricultural production; improvement of transportation and communication; rural health and sanitation; making farm life more attractive, socialization of country life; clubs, libraries; the country church; higher education; rural charity and correction; rural social surveys.

Text-books: *The American Rural School*, Foght, and *Constructive Rural Sociology*, Gillette.

## **Chemistry**

I. This course deals with the fundamental facts and principles of general inorganic chemistry, detailed study being made of such types of elements and compounds as bear directly upon this phase. Attention is also given to the founders of the science, and to some of the great contributors. Class work, two days each week, supplemented by six hours of laboratory work.

II. A more detailed study of the elements and most important compounds, the chief ores and mineral deposits, the chemical processes and compounds involved in many commercial and industrial processes, and the applications of chemical processes to daily environment. Laboratory work occupies the most of the time during this course.

Text-book: *Descriptive Chemistry*, Newell.

## **Biological Sciences**

**Botany I.** This course is confined to a study of the thallus plants, mosses and ferns. In the belief that an accurate knowledge of the higher plants necessitates at least a fair understanding of the lower forms, a series of types which lead logically to an examination of the flowering plants is made the basis of this work. The principles of organic evolution, as illustrated by plants, are made prominent.

**Botany II.** This course is devoted to a study of flowering plants, morphology, physiology and ecology receiving about equal attention. Enough taxonomic work is done to familiarize the student with the principal points of the study.

Text-books: Botany for Schools, Atkinson. Plant Relations, Coulter.

**Zoology I.** This is a study of the invertebrate types of animal life. Insects and other arthropod types will be studied during the fall while field work is possible. A study of the lower forms will follow. Instruction and practice will be given in the handling of aquaria and the keeping of animals for schoolroom study. The aims of the course are to introduce the pupils to the fundamental facts of animal life, to give them a knowledge of the way in which the simpler types of animals live and of their importance to man, and to familiarize them with materials suitable for use in nature study in the elementary schools.

**Zoology II.** This course is devoted to a study of the backboneed animals. One or more types will be dissected to give a notion of vertebrate structure. Birds and mammals will receive special emphasis. The principles of organic evolution as illustrated by the vertebrates, the origin and improvement of domestic animals, animal intelligence, importance of animals to man and other special topics will be studied. Lantern slides, pictures and museum material will be used to present vividly the important facts about the life of the higher animals.

Text-book: Linville and Kelly's General Zoology. Several other texts are used for reference.

**Physiology and Hygiene.** Animal tissue is used to illustrate the principal points of the study. After a careful study of the skeleton, the muscular system is taken up. Under this subject are studied not only the structure, attachment and function of muscles, but the laws governing muscular health. The need of exercise, the amount of exercise and the best forms of exercise are discussed. The simple chemistry of foods is given in connection with the digestive tract and digestion. Then follow in order the blood and the circulatory system, and respiratory organs and respiration, proper and improper ventilation, the skin and kidneys, the nervous system and special senses, the throat and voice.

This course closes with a brief study of germ diseases and the principles of sanitation.

Text-book: Ritchie's Sanitation and Physiology.

## Elementary Science

Elementary Science is the term applied to the study of those phases of the natural sciences which are best adapted for study in the graded schools of the state. The work of this course is largely in the form of lectures supplemented occasionally by reference work, and illustrated as fully as possible by demonstration from the rapidly increasing collections in the museum. At the close of the course a suggestive outline of study is given for each science taken up. Although suggestive, these outlines indicate the phases of the subject, material to be used, methods of presentation and objects to be attained in each grade from the first to the eighth. Geology, Botany, Zoology and Meteorology are the sciences studied.



## The Museum

There is a tendency in modern education, which strongly emphasizes the use of the eye. Since this is true, the right kind of museum should be found in every school. It can be made to enrich almost every study in the curriculum. The old style museum, which was a heterogeneous collection of curios, cannot do this, and is giving way to the new, which should be carefully selected collections of material which have a practical bearing on the needs in question. Such a collection the Moorhead Normal School plans in time to have, and as its nucleus there is already an excellent collection of Minnesota minerals and rocks, Minnesota plants and Minnesota birds, with much other mineral from various sources.

## Geography

**Physical Geography.** Physical geography is a study of the changes due to natural causes, that take place on the surface of the earth. This course includes a study of the agents of erosion and deposition, volcanic action and earth movements; it is designed to give a basis for the work in commercial geography. Some laboratory, notebook and field work is done in this course. Modern Geography by Salisbury, Barrows and Tower is the text.

**Meteorology.** Meteorology is the science of the atmosphere. This is an elementary course which includes a study of the earth in space, atmosphere, weather and climate; it is designed to give a basis for the work in Commercial Geography and is essential to it. Some laboratory work is done. Modern Geography by Salisbury, Barrows and Tower and High School Geography by Dryer are the texts.

**Commercial Geography.** This is an elementary course in commercial geography with emphasis on regional geography. The earth is studied as to its natural provinces, which are grouped according to the similarity of products and civilization. Each topic is treated in its physical, climatic and cultural relations. This course should be preceded by physical geography and meteorology. Dryer's High School Geography and Robinson's Commercial Geography are the texts.

**High School Graduate Course.** The aim of this course is to give the prospective teacher a good working knowledge of geography to use in the grades. An elementary knowledge of place, physical and commercial geography is presupposed. Special work in the construction of map projections and in map drawing is given in this course. Morton's Advanced Geography, Robinson's Commercial Geography, Dryer's High School Geography, and McMurry's Special Method in Geography are used as texts and several other books as reference.

**Physiography.** This course is an intensified study of the same topics treated in physical geography. The work is supplemented by extensive work on topographic maps. Some reference and field work are required. Practical Physiography by Fairbanks, and Physiography, Briefer Course, by Salisbury, are the texts.

**Geology.** The work of this course includes a study of the origin and descent of rocks, structural geology, movements and deformation of the earth's body, the extrusive processes and the geologic functions of life. Some knowl-



Manual Training



Domestic Science

edge of chemistry, physics and physiography are required before taking up this work. Some field work is required. Geology, Vol. I, by Chamberlain and Salisbury, is the text.

## Drawing

The object in teaching drawing is to develop an appreciation of the beautiful in nature and in art, and to enable a person to illustrate various subjects.

I. This course is a twelve weeks' study of type forms and the laws of perspective as shown in the cube, the sphere and the cylinder, and in objects based upon them. Plants and landscapes are studied, naturalistically, and as compositions in flat masses, in color and in pencil. Important artists and their pictures are studied.

II. In second term drawing, the work of the first term is continued; to this is added sketching from nature; the study of historic ornament; the Dow work in design; the making of stencils and the application of original designs to objects made from paper, cloth, clay, metal or leather.

III. In this course, the principles of perspective, composition and design are studied. The mediums used are pencil, color, charcoal, paper cutting and clay. A course of study in drawing is formulated for each grade, and methods of teaching are taught. Schoolroom decoration and some of the world's best pictures are studied. This course is open to graduates of high schools, and to those who have had an equivalent preparation.

Text: Prang's Course in Art Instruction.

For further work in Drawing, see "Special Courses in Drawing."

## Manual Training

The work in Manual Training is planned primarily to meet the demand of students who are preparing to teach this line of work in the elementary schools. The educational side of the work is emphasized so that the work is a valuable addition to the complete education of those students who do not expect to teach Manual Training. The work also aims to develop an appreciation of Manual Training, which will bring about the hearty co-operation of the teachers of other subjects.

I. **Bench Work in Wood.** This course aims to familiarize the student with woodworking tools and some of the fundamental principles and processes used in woodworking. Sufficient mechanical drawing is offered to enable the student to read blue prints and make simple working drawings. Useful articles such as book racks, foot-stools, and tabourets are made, as far as possible, in securing progressive tool exercise.

Two periods a day are required.

II. **Construction Work.** This work is particularly adapted to students who expect to teach the lower grades (1st to 6th). It includes cardboard work, raffia, textiles, weaving, basketry, simple pottery, and simple book-binding.

Two periods a day are required.

For further work in Manual Training see "Special Courses in Manual Training."

## Penmanship

The study of this subject extends through one term of twelve weeks, and together with spelling which is given in connection with it, commands a half credit. It is required of all students who expect to graduate.

The muscular movement is taught. In the beginning of the course, emphasis is placed largely upon position, penholding, muscular relaxation, and movement. As the course progresses more and more attention is given to correct form. The aim is to lead the student to develop an easy, rapid, and legible style of business writing, and to this end, students are urged to give close attention to their handwriting out of class as well as during regular practice periods. Attention is given, also, to the pedagogy of the subject.

Text-book: The Palmer Method of Business Writing.

## Music

I. This course is devoted largely to sight reading and elementary theory. All key signatures, major scales, chromatic scales, various kinds of measures and easy exercises, both original and from dictation, are written. Short tunes are transposed from one key to another. After sufficient practice has been given in singing the simpler forms of music, and the structure noted, students are required to write original tunes of eight, or sixteen measures, in all the various kinds of time. Sight reading and song singing are the practical applications of the theory, and the greater part of the time is given to this phase of the work. The music text-books which are in common use in the Public Schools of Minnesota are used for the sight reading. These books are the Eleanor Smith Course, Modern Course, and the Natural Course.

II. Advanced sight reading, ear training, study of the minor scales in all modes, intervals, triads, chords and the elements of harmony form the basis of work for the first half of this course.

The second half is given up to methods. It is aimed to make this work practical. A course of study is outlined, the special features of the work in each grade are discussed, and demonstration lessons on various topics are given by students.

III. The work of this course embraces that of the first and second courses. In order to cover the same work in a shorter time, more outside work is required of students, than is required in courses I and II. Opportunity is offered to students who have completed this course, or course II, to teach Music in the Model School. This course is open to graduates of high schools, and to students having an equivalent preparation.

For further work in Music, see "Special Course in Music."

## General History

I. Course I. is a survey of Ancient History, beginning with the earliest known civilizations of the Nile and Tigris-Euphrates valleys, and including the rise and fall of the Greek power; and the rise of Rome, as far as the beginning of the Empire. West's Ancient World is used as the text. In addition, outside reference work and frequent special topics are required.

II. This course is a continuation of Course I. It begins with the Roman Empire, and includes the main facts in European history to the Protestant



Reformation. The texts used are West's *Ancient World*, and Robinson's *History of Western Europe*; with Robinson's *Readings as European History*, and other works, for outside reference.

III. This course is a continuation of Courses I. and II. and it covers the chief events in modern history, beginning with the Protestant Reformation, up to a survey of present-day conditions. Robinson's *History of Western Europe*, with Robinson's *Readings*, are used as texts.

Longmans's *Epoch Series* are the basic texts.

### English History

This course is a brief survey of the main facts in English History, preparatory to the courses in American History. Walker's *Essentials of English History* is used as the text; and outside readings and special reports are required.

### United States History

I. The work covers the Colonial Period; the Revolutionary War; the Critical Period and the formation of the Constitution. Emphasis is laid upon the English foundations of American institutions and the evolution of the National Constitution.

II. Beginning with the national period of 1789, the work is continued down to the present time. A brief outline of current historic problems completes the course. McLaughlin's *History of the American Nation* is the basic text. A liberal assortment of excellent reference books in the general library facilitates the work.

III. This course presupposes a familiarity with the fundamental facts of European History, and an elementary knowledge of American History. A rapid review of the narrative is taken, with special attention being paid to the period since the Confederation. The interdependence of English and American institutions is carefully worked out. Attention is directed to the sources, to illustrative material in literature, and to the more extended historical work. The chief emphasis of the course is given to individual study, from the extensive reference works of the library, of the industrial, economic and civic development of the last twenty years.

### Civics

I. (**Elementary Civics.**) This course begins with the study of local organizations—town, school district, village, city, and county—treating them, first, from an historical, then, from a working standpoint. The state (commonwealth) in general, followed by practical application to Minnesota, is considered in the same manner, showing its dependence upon, and relation to, the National government. A detailed study of the National Constitution completes the course. Virtue's *Government of Minnesota*, James and Sanford's *Government in State and Nation*, are the texts used.

II. (**Advanced Civics.**) An elementary knowledge of civics is presupposed. The text-book work is devoted to a study of American political institutions, contrasting them with the corresponding English institutions. But the greatest emphasis is placed upon present-day problems of civics and citizenship. Each member of the class prepares a bibliography and topic upon





Domestic Art



Observation Room

some political question of immediate interest, and presents the same in a formal report. Much attention is given to current events; the standard magazines and metropolitan newspapers being used as a basis.

Bryce's American Commonwealth is the text employed in the study of principles.

## **Sociology**

This course naturally follows Advanced Civics. It is primarily a study of modern social problems, and of the proper attitude of the teacher toward service and citizenship. Wide reading of the best authorities, both in books and periodicals of standard worth, is required. The basic text is Elwood's Sociology and Modern Social Problems.

The following topics are included in the class discussions and in individual studies: Labor problems; socialism; organized charity; social settlements; criminology; the theater; parks and playgrounds; social and civic centers; the Negro problem; divorce; eugenics; poverty; the liquor problem. Education as the only safe basis of democratic government is the final theme of the course.

A seminar, meeting once a week, for the more intensive study of some problem of interest, is an elective feature of the course.

## **Economics**

I. This course is devoted to the study of the theories and principles of modern political economy. A rapid treatment of industrial history is followed by thorough work in the consumption, production, and exchange of wealth. The theories of value are emphasized.

II. This is a continuation of Course I. It includes the topics of distribution, the relation of the state to industry, public finance, and the history of economic thought. Research topics, emphasizing the idea of state control of industry, conclude the work of the course.

Ely's Outlines of Economics, supplemented by Urdahl's Syllabus, are the texts used.

## **Public Speaking**

The extemporaneous method of public address, by which the student is taught to think and speak while on his feet, is pursued throughout the course. The work is taken up in the following order: The practical applications of Parliamentary Law; the preparation and outlining of speeches; very frequent extemporaneous speeches by each member of the class; the theory and practice of debating.

## **Physical Education**

Every student who enters this course must present herself for a general biologic health examination. Any one physically unable to take exercise must present a written certificate from a physician stating her inability.

The gymnasium is excellently equipped to meet the needs of both young men and young women. The young women must wear full black bloomers and a middie blouse and rubber sole shoes.

**Courses.** Physical Education 1.—Marching, Swedish exercises, games and folk dances. Fall term.

Physical Education 2.—Wand drill, swinging on rings, rope climbing, horizontal ladder, games and folk dances. Winter term.

Physical Education 3.—Track events, indoor baseball, volley ball, track meet during the spring term.

Physical Education 4.—Tactics in marching, advanced Swedish exercises, folk dances. Fall term.

Physical Education 5.—Elementary aesthetic dancing, introducing arm movement. Winter term.

Physical Education 6.—Advanced aesthetic dancing. Spring term.

Playground I. and II.—Singing games, games with the ball and bean-bags, running games and folk dances. These courses are planned so that the student teacher may learn games and folk dances for each grade which she will be able to teach.

Athletics, field hockey, volley-ball, tennis and basket-ball are played in the suitable seasons. This work is taken at the choice of the student in addition to the prescribed courses.

**Grounds.** Outdoor work for both young men and young women is conducted at proper seasons on the athletic fields. Contests with neighboring teams are encouraged.

## Household Economy

Knowledge concerning proper food, clothing and shelter is of vital importance to all persons, and the course in Household Economics is planned to provide practical instruction and training along these lines.

Courses in the arts of the household are being introduced into the curricula of the schools, and it will, therefore, be necessary in the near future for graduates of Normal Schools to have received special training, so that they may be competent to instruct in industrial, as well as academic subjects. The aim of this department is to train the students, so that these additional requirements may be fulfilled.

The department consists of a thorough cooking laboratory, dining room, sewing laboratory, and reception room.

**Domestic Art I.** The course involves a study of stitches with the application made in cutting, fitting and sewing of garments. A study is made, also, of textiles, and of cultivation and preparation for use of the fibres—cotton, wool, linen and silk.

**Domestic Art II.** This course is a continuation of Domestic Art I. Economics, hygiene, design and color are studied in their relation to dress. Laboratory work includes the selection and combination of materials and the making of waists, skirts and dresses. Courses of study and equipment are planned for the work in the elementary and high schools.

**Domestic Science I.** A comparative study is made of various foods, their composition and preparation for use, nutritive value, and cost. Laboratory work consists of the cooking and serving of plain dishes, economy and nutritive value being chiefly considered.

**Domestic Science II.** This course is a continuation of Domestic Science I. Definite attention is given to the planning and preparation of meals, a fixed amount of money being placed at the disposal of the student for that purpose. Courses of study for work in the elementary schools are investigated, planned, and worked out by individual students. Some time is spent in planning school luncheons, and in invalid cookery.

## **Primary—Kindergarten Department**

### **A Special Course of Study for Primary and Kindergarten Teachers.**

Fall Term	Winter Term	Spring Term
Observation and Technics I.	Technics II.	Technics IV.
Primary Methods	Technics III.	Theory of Education II.
Teaching in Primary	Teaching in Kindergarten	Teaching in Kindergarten
Library Science	Nature Study	Children's Literature or Manual Training II.

This training is offered to young women who wish to fit themselves for teachers of children in kindergarten and primary grades. The department includes a well-equipped kindergarten, where those preparing for such teaching may have opportunity for observation of the daily practical demonstration of the work. In order to understand the relation of the Kindergarten to the Primary grades, all students specializing in either are given an opportunity for practice teaching in both departments.

Students enrolling in this department are expected to show special fitness for teaching little children and are, therefore, on probation for the first term.

**Requirements of Admission.** Those who elect this course of study must be high school graduates, or have received the equivalent of a high school education. Ability to sing, and play simple composition on the piano is considered necessary.

**Length of Course.** The course of study covers a period of two years, and includes much of the professional study offered to students who are preparing to teach in the primary and grammar grades. It is desirable that those preparing to be kindergarten teachers enter at the opening of the fall term.

**Kindergarten Diploma.** The kindergarten course holds equal rank with the other advanced courses, and the diploma becomes a life certificate when indorsed after two years of successful teaching.

**Kindergarten Theory and Principles.** This course is intended to acquaint the student with the place which the theory of kindergarten education holds in the general educational theory. In the kindergarten as throughout the educational system, the starting point of education as a process must be with the instincts, interests, and experiences of the child. The standard for determining the relative values of these instincts and interests of the individual child must be the social life of the past, the present and the future.

The course aims to show how the individual is dependent upon and guided by the institutions of the world in which he lives, and is changed from a dependent human being into an efficient member of society.

Some of the great principles which are fundamental to Froebel's system, and are also fundamental in the educational process of any individual, are discussed and readings relative to the subject are assigned.



References: Dewey's School and Society. Dewey's Child and Curriculum. McVannel's and Hill's Kindergarten Problems. Froebel's Education of Man. Hughes's Educational Laws.

**Child Study.** The aim of this study is to give the students a simple, nontechnical interest in, and knowledge of little children and their instincts as manifested in their daily play-activities. This course is intended to aid the student in the application of psychology in a practical manner to the daily practice in the schoolroom. A wide range of readings is assigned which include such authors as G. Stanley Hall, Earl Barnes, Fisk, Kirkpatrick and Elizabeth Harrison. Class discussion is considered the most important phase of the course and reports of actual observations made during daily teachings are considered of utmost value. These observations are later compared with actual and well-known statistics.

**Froebelian Literature.** The series of Mother Play Songs, some thirty in number, which were written by Froebel as a consequence of his observations of mothers in their play with their children, underlie his entire educational system. In this course they are to be studied by the student as a literary contribution of Froebel's. A comparison will be made of the Mother Plays and the accompanying pictures with other books for mothers' and children's picture books. A deeper study is made in this course of the Education of Man to learn what Froebel considered was the place of the kindergarten in the philosophy of education. A comparison will be made of Froebel's philosophy with such modern philosophers as Dewey and McVannel.

References: Symbolic Education, by Blow. Letters to a Mother, by Blow. Two Children of the Foothills, by Harrison.

**History of the Kindergarten.** A study of the Life of Froebel is a phase of this course, and a study is also undertaken of the early days of the kindergarten in Germany to ascertain what were the contributing forces to it. Its early theories and practices, the cause for its adoption into the public school system of this country, and its later modifications to fit the present day theories of education will be discussed. A comparison will be made between the Froebelian and Montessori systems of education.

References: Life of Froebel, by Snider. The Montessori Method, by Dr. Maria Montessori. The Montessori Manual, by D. C. Fisher. The Kindergarten in American Education, by Nina Vandewalker.

**Gifts and Occupation.** The materials of the kindergarten are known by the technical names of gifts, and occupations or handwork. These materials are to aid the child in satisfying his impulse to interpret his environment. They afford opportunity for play, investigation and experimentation.

The gifts satisfy the child's impulse to handle things. They are materials which he can take apart without destroying and put together again. They develop his creative power in constructing and designing, and lead him to gain ideas of the relationship of parts to wholes, of number, form, color and relative size.

The occupations or handwork are based upon the relationship of the child's experience to the work of the world. The material is selected with a view to the proper organization of this experience. The occupations of man may be classed as plastic, industrial, and graphic. A knowledge of man's plastic occupations is experienced by the child through work in sand and clay. Man's industrial work is illustrated by construction, paper work, sewing





Comstock Hall



Room in Hospital, Comstock Hall

and weaving, and the graphic occupations through painting and drawing. The student through experimentation in class with these materials, and in teaching them, soon realizes their possibilities and the principles underlying them.

**Stories.** In this course the aim is to aid the student in realizing what an element of power for good the story is in the education of the child, not only in the school but on the playground and in the home. Opportunity is afforded for telling stories in class, and sources, right selection of stories, and their literary value are discussed.

**References:** The Teaching of English, by Percival Chubb. Literature in the Elementary School, MacClintock. Finger Posts to Children's Reading, by Walter Field. Stories and Story Telling, by E. P. St. John.

**Games.** Too much emphasis can hardly be placed upon the importance of bodily exercise by means of play. Physical well-being is closely related to the joyous, free attitude of mind which finds its best expression in games and plays in the kindergarten. This is early impressed upon the student in her daily work, and the play instincts of the children are studied as an important phase of the course. Sources of universal types of games are considered and practice in playing the games in class is given.

**Songs.** The study of the sources of children's songs, and the reasons for the selection of certain songs to meet the needs of the kindergarten program supplement the technical work in the regular academic course of study.

**Primary Methods and Teaching.** In addition to the knowledge of the beginning of the child's education, the student should be familiar with the next stage in his development. Experience in teaching in the lower grades together with the theoretical knowledge gained in class work will fit the student to understand that the educational principles of the kindergarten are applicable throughout the entire educational system. This course gives a broad insight and survey of education in general.

**Kindergarten Observation and Teaching.** The first months in training are spent in observation each morning in the kindergarten. Reports and discussions follow in the afternoon class. When the student has served her probationary term, she is permitted to put into actual practice the theoretical knowledge gained. She becomes one of the assistants in the kindergarten and in this way learns to cope with many daily problems incidental to the schoolroom. In connection with daily teaching, a course in kindergarten program and plan-making is given.

**Academic Studies:** Psychology I. and II., Theory of Education I. and II., History of Education I. and II., School Management, Sociology, Reading, Drawing, Music, Children's Literature, Arithmetic, Grammar, Penmanship, Elementary Science and Construction Work are described under the general course.

## Special Courses of Study in Manual Training, Household Economy, Drawing, Music, and Elementary Supervision

These courses are offered for the purpose of preparing young men and young women to act as directors or supervisors in the public schools. The courses are open to persons who are taking the advanced course of study, and a special diploma will be granted to a student who completes any one of the special courses, in addition to the advanced course. A student may substitute, however, one of the special courses for a year of work in the advanced course, and receive the advanced diploma. The organization of these courses is in keeping with educational expansion, as exemplified in all stages of the educational system.

The universities, for instance, are adding schools of applied science, schools of forestry, and schools of business administration; the high schools are adding agriculture, manual training, and domestic science; while even the common schools are expanding along similar lines, giving increased attention to music, drawing, physical training, and manual arts. The normal schools, in order to maintain their position of leadership, and to supply the increasing demand for competent teachers of these newer branches of study, have provided additional instruction to this end. There is an urgent demand on the part of all progressive interests in the commonwealth that the public schools, rather than the special technical schools, shall provide instruction in the newer branches of study for the children and youths of Minnesota.

### The Course in Manual Training

**Prepares Teachers for High Schools, Graded Schools, and Consolidated  
Schools.**

Shop Work .....	3 terms
Drawing .....	3 terms
Teaching .....	1 term
History and Organization.....	1 term
Manual Training or Drawing.....	2 terms
Electives .....	2 terms

I. **Bench Work in Wood.** This course is for beginners in wood work. It aims to familiarize the student with wood-working tools and some of the fundamental principles and processes used in wood-working. Useful articles such as book racks, foot stools, and tabourets are made, as far as possible, to secure progressive tool exercise. Some attention is given to the study of woods and to the sharpening and care of tools.

II. **Wood-working.** This is a continuation of Course I. The work is largely furniture construction. Special attention is given to wood finishes.

III. **Wood-turning.** This course aims to teach the fundamental tool operations and cuts used in wood-turning. Exercise in spindle turning, beads, cones, concave and compound curves, etc., are required. This is followed by face plate and chuck work.

**I. Mechanical Drawing.** This course is for beginners in drawing. The use of instruments, lettering, and the making of working drawings for shop projects are taught.

Text: "Problems in Mechanical Drawing," Bennett.

**II. Mechanical Drawing.** This is a continuation of Course I. The work includes problems in orthographic projections, intersections of solids, development of surfaces of solids, tracing, blue printing and isometric projections.

**III. Machine Drawing.** In this course the conventions used in machine design are taught. Freehand sketches of machines and machine parts are made. This is followed by an assembled and detailed drawing of the machine.

**Teaching.** Students are required to teach manual training in one of the grades of the elementary school.

**History and Organization.** This course takes up the history and development of manual training. Methods of conducting class demonstrations are discussed. Courses of study and equipment are planned by the students. Library reading together with short papers on the subject are required.

**Electives.—I. Advanced Wood-working.** The work in this course is largely cabinet making. The student is to use wood-working machinery, and the work is done, as far as possible, as in a first-class producing plant.

**II. Pattern Making.** Patterns are made of simple machine parts to illustrate the fundamental principles of pattern making, such as shrinkage, draft, fillets, and cores. The work is preceded by a demonstration in the foundry of the use of patterns.

**III. Metal Work, Pottery, and Bookbinding.** The work in metal is carried on with brass and copper. The following processes are taken up: Modeling over stake, anvil, and sandbag; filing, sawing, etching, repousse, annealing, soldering, and riveting. Such projects as trays, bowls, vases, and candle shares, are made.

The course in pottery involves the various methods of handling clay, and making pottery, together with a brief history of the clay industry. The processes studied are: Coil building, decorating, firing, glazing, moulding, and the use of the potter's wheel.

The course in bookbinding involves the various methods of binding books from the simpler types suitable for grade work to the more complex forms of binding.

The principles of applied design are emphasized in this course.

**IV. Construction Work.** This course includes cardboard and paper work, raffia, textiles, weaving, basketry, simple pottery, and simple bookbinding.

**V. Architectural Drawing.** This course aims to teach the conventions used in some of the fundamental principles of architectural design.

**VI. Forge Work.** Instruction is given in the essential processes and practices of the forge shop. The shop practice is carried out in the making of tools and useful articles.

**VII. Foundry Work.** The principles of moulding and casting together with a study of the operation and care of the cupola are studied. Ornamental brass castings are made.

**VIII. Carpentry.** This course takes up the fundamental operations in the construction of frame buildings. The following points are given due consideration: Foundations, floor framing, outside wall framing, roof fram-



ing, outside finish, and inside finish. About one-half of the time will be given to class room discussion of the subject and the rest of the time will be spent in the construction of buildings on a small scale.

Text: Constructive Carpentry and Inside Finishing, by Charles A. King.

### Special Course in Household Economy

Prepares Teachers for Graded Schools and Consolidated Schools.

Selection and preparation of Foods.....	2 terms
Dietetics .....	1 term
Domestic Art .....	3 terms
The House .....	1 term
Teaching .....	2 terms
Chemistry .....	2 terms
Physiology .....	1 term
Bacteriology .....	1 term

**Selection and Preparation of Foods.** This course involves a comparative study of various foods; their composition, preparation for use; nutritive value and cost being considered. Some time is spent in planning, preparation and serving of meals with a given amount of money.

Laboratory work in food preparation and in experiments, illustrating the principles involved, is combined with lectures and recitations. Prerequisite or parallel, Chemistry I. and II.

**Dietetics.** Dietetics involves a study of principles of diet, food in relation to health, standard dietaries and diet in disease. Laboratory work includes the translation of standard dietaries into food materials and serving of meals according to various standards. Work is also given in preparation of diets for children and in invalid cookery. Prerequisite, Chemistry I. and II. and Selection and Preparation of Foods.

**Domestic Art I.** This course is devoted to a study of textiles from an historic, economic and social standpoint. The following phases of the subject are dealt with: The primitive and modern methods of cultivation, manufacture and furnishing of cotton, wool, linen and silk; the identification of the various fibers by means of the microscope and chemical tests; the identification and grading of textile fabrics, their names, prices, widths, weaves, etc.; the cleansing, laundering and dyeing of the various fabrics. Laboratory work consists of a study of various stitches and their use in the making of simple garments.

**Domestic Art II.** The principles learned in Course I. are applied in the making of plain undergarments and a simple tub dress. Drafting of patterns, cutting and fitting are emphasized. The division of income, the cost of clothing and typical clothing budgets are considered.

**Domestic Art III.** In this course hygiene, design and color are considered in their relation to dress. A comparison is made of factory made and home made garments and the question of factory conditions and sweat shop labor is discussed. An annotated bibliography of books, relating to textiles and clothing is made by each student. Laboratory work includes the making of waists, skirts, dresses and dress accessories.



**The House.** A study of the house is undertaken, beginning with the historic aspect, and coming down to present-day problems.

The course includes situation of the house with regard to general surroundings, the householder's interest in the construction of the house, sanitary conditions in and around the house, ventilation, water supply, heating, plumbing, purpose of the house, principles underlying housekeeping, including the organization of the household, division of income, household processes and care of the household.

**Teaching.** The students teach sewing and cooking in the grades of the elementary school, under the supervision of a critic teacher. Throughout this course, the students are required to plan all the work, and they are held responsible for its proper presentation to the classes. The methods of teaching in the elementary and high schools are studied and courses of study are planned. A study of laboratory equipment and management is made.

**Chemistry.** This course in chemistry covers two terms of work. The first term is devoted to a study of the qualitative analysis of the metals. This is followed by a course in applied chemistry which includes the qualitative and quantitative examination of foods and food products. Some time is also given to food adulterants and the best methods for detecting them.

**Physiology.** In this course special attention is given to foods, their classification, composition and nutritive values. This is followed by a detailed study of the digestive processes, assimilation and the throwing off of waste matter. An attempt is made to teach personal hygiene in such a way as to make it usable in the schoolroom. Heating, lighting, ventilation and sanitation are presented from the standpoint of the home and the school.

**Bacteriology.** Typical bacteria are investigated by use of the microscope, and a practical study of bacteria is made in their relation to food stuffs. A systematic and practical course in food preservation, also, is offered.

## Special Course in Drawing

Prepares Supervisors and Teachers for the Public Schools.

Perspective Drawing I, II.....	2 terms
History of Art.....	1 term
Advanced Drawing and Color.....	1 term
Supervision Methods .....	1 term
Elementary Construction Work.....	1 term
Teaching .....	2 terms
Mechanical Drawing .....	1 term
Design and Composition.....	1 term
Constructive Design .....	1 term
Historic Ornament .....	1 term

## Special Course in Music

Prepares Supervisors and Teachers for the Public Schools.

Conditions for Admission:

1. Music III.

2. Ability to play and sing.
3. Pleasant speaking and singing voice.
4. Some talent for music.

Harmony I, II.....	2 terms
Advanced Sight Reading.....	1 term
Methods in Grammar Grades and High School.....	1 term
Music History .....	1 term
Music Form .....	1 term
Teaching I, II, III.....	3 terms
Musical Appreciation .....	1 term
*Children's Literature .....	1 term
*Child Study .....	1 term
*Elective.	

The student upon completing the course is required to perform satisfactorily a program consisting of children's songs; also a program which will include simple art songs and classics.

Practice Teaching and Chorus Conducting in grammar and high school grades are required.

A thesis upon any given professional subject is required.

**Harmony I.** The fundamental principles of melody as well as harmony are dealt with in this course. The work covered is triads and their inversions, seventh and ninth chords and their usual resolutions, simple modulations and practice in harmonizing given melodies and basses.

**Harmony II.** This course continues the work in modulation by means of the attendant chords and nonstructural chords, enharmonic modulation to distantly related keys and transient and indeterminate modulations. Analysis of passages from classic compositions is undertaken. Gow's "Structure of Music" is the text used.

**Advanced Sight Reading.** Average reading ability being a prerequisite for this course, difficult music is used from the beginning. Songs are sung unaccompanied with and without use of the syllable names. Individual, ensemble and group work vary the lessons. Writing from dictation and ear training each has its place here, and the Victrola is used in this connection.

**Methods in Grammar Grades and High School.** This work is a general discussion of the underlying principles of pedagogy as applied to the various phases of public school music teaching.

A definite course of study is taken up grade by grade, specific in its nature, yet elastic enough to be adjustable to the varying needs of different communities and schools.

Students are required to give type lessons on various grade problems, and the lessons are criticised by the class. A course in music beyond the regular chorus work is organized along lines suitable for use in a High School.

Opportunity for practice in chorus conducting, arranging programs, and regular class room work is offered in the training department.

It is aimed to make the scope of work in this class as broad as possible, and many references are given to books written by the best representatives of modern thought in the field of music.

**History.** This course deals with the history of music from Palestrina to the present day, with special emphasis on the classic period.

The works of the old Masters are used to illustrate the class work throughout. The growth of the opera and the development of the modern orchestra receive considerable attention. A great deal of reference work is required in this course.

**Music Form.** Form has to do largely with the intellectual grasp of music.

The frame work of music is taken up beginning with the phrase, period and double period, through the two-part song form and three-part song form to the Sonata and Symphony.

Analysis of the form of musical composition takes an important place in the work.

The ability to recognize these forms and the various movements and parts of the Sonata, through the ear, is tested by means of piano renditions and selections on mechanical players.

### **Special Course in Elementary Supervision**

Designed Especially to Prepare Supervisors of Normal Training  
Departments in High Schools.

**Professional Subjects (Three Terms).** Principles of education, school administration, course of study, observation, supervision, and criticism.

**Academic Subjects (Three Terms).** Higher courses in literature, history, science, mathematics, industrial or art subjects.

**Electives (Three Terms).** Subjects such as education, geography, mathematics, English, history, etc., for those preparing to do departmental work or other work of special character, provided that the choice shall lie in at least two fields of study.

**Thesis (One Term).** An exhaustive investigation in and a written report upon an approved phase of education.

## Class Memorials

The first class to be graduated from the school left, as a token of regard and love for their Alma Mater, a picture to adorn its walls; and the pleasant custom of thus leaving some such memorial to the institution has been followed by succeeding classes. These gifts, as typifying the intimate relationship between the pupils and the school, represent far more to donor and recipient, than any mere financial consideration involved. The memorials thus bestowed are as follows:

- Class of '90. Etching, a landscape.
- Class of '91. Etching, a landscape.
- Class of '92. Steel engraving, "Persepolis," by Briton Reviere.
- Class of '93. Steel engraving, "A Reading from Homer," by Alma-Tadema.
- Class of '94. Bust of Homer.
- Class of '95. Picture, Castle St. Angelo.
- Class of '96. Picture, "Colosseum."
- Class of '97. Large leather arm chair for the President's office.
- Class of '98. Large United States flag.
- Class of '99. Electric chandelier for main office.
- Class of '00. Sargent's "Prophets."
- Class of '01. Statue, "Winged Mercury."
- Class of '02. Statue, "Thalia, Goddess of Comedy."
- Class of '03. Reading desk for Auditorium, and Library clock.
- Class of '04. Four pictures of American statesman for main corridor.
- Class of '05. Five pictures for main corridor.
- Class of '06. Seven pictures for main corridor.
- Class of '07. Portrait painting of President Weld, by Margarethe Heisser.
- Class of '08. Four large pictures for main entrance.
- Class of '09. Heroic statue of Lincoln.
- Class of '10. Three large pictures.
- Class of '11. Two large pictures.
- Class of '12. Victrola.
- Class of '13. Painting, "The Prayer in the Desert," by Tarenghi.
- Class of '14. Marble seat for the School Campus.

## Former Members of the Faculty

### LIVINGSTON C. LORD, 1888-1899.—PRESIDENT.

W. F. Rocheleau.....	1888-1892	Institute Conductor.
H. N. Pearce.....	1888-1889	Natural Science and Mathematics.
Louise S. McClintock.....	1888-1890	Vocal Music, History, Geography.
Elizabeth R. Clark.....	1888-1889	English Grammar, Literature and Drawing.
Ellen A. Ford.....	1889-1899	Latin and Mathematics.
Lena H. Goldthwaite.....	1889-1891	Reading, Physical Culture, Rhetoric, Literature.
J. Paul Goode.....	1889-1898	Natural Sciences.
Margaret T. McElligot....	1889-1899	Arithmetic and Methods.
Anna L. Barnum.....	1889-1890	Critic Teacher, Primary Dep't.
Emma S. Pleasants.....	1890-1891	Vocal Music, English Grammar.
Clara L. Woodward.....	1890-1891	Drawing, Geometry, Eng. Gram.
Abbie C. Hale.....	1890-1893	Critic Teacher, Primary Dep't.
Isabel M. Kimball.....	1891-1895	Drawing, English Composition and Geometry.
Fannie C. B. Hadley.....	1891-1893	Reading, Physical Culture and Literature.
Rosamond A. Field.....	1891-1892	Music and History.
Ella Patterson .....	1891-1892	Critic Teacher, Grammar Dep't.
Theodore C. Wadsworth...	1892-1893	Music and History.
Lona Washburn.....	1892-1893	Critic Teacher, Grammar Dep't.
Margaret C. Scanlon.....	1892-1893	Critic Teacher, Grammar Dep't.
Isabel H. Farrington.....	1893-1895	Reading, Physical Culture and Literature.
Bertha I. Barker.....	1893-1894	Music and History.
Mariette L. Pierce.....	1893-1896	Critic Teacher, Grammar Dep't.
Bertha A. Youmans.....	1893-1894	Critic Teacher, Primary Dep't.
Frances G. Wheeler.....	1893-1899	Preceptress.
Florence McFarland.....	1894-1895	Music and History.
Eleanor E. Sutphen.....	1894-1896	Critic Teacher, Primary Dep't.
H. A. Fowler.....	1895-1897	Natural Sciences.
Henry Johnson .....	1895-1899	History and Civics.
Kate Gill .....	1895-1898	Reading, Literature and Physical Culture.
Louise McClintock Kurtz..	1895-1896	Music.
Ida H. Benedict.....	1895-1897	Drawing.
Clyde Foster .....	1896-1897	Music.
Kate J. Barthoff.....	1896-1899	Critic Teacher, Grammar Dep't.
Winnefred Everhard.....	1896-1898	Critic Teacher, Primary Dep't.
Margaret Collins .....	1896-1897	Assistant in Model School.
Letitia Morissey.....	1897-1900	Music.
Estella Spencer.....	1897-1898	Drawing.
Ida K. Hancock.....	1897-1898	Physiology and Arithmetic.
Katharine B. Ellis.....	1898-1899	Geography and Librarian.
Claude F. Walker.....	1898-1899	Natural Sciences.
Catherine M. Tinker.....	1898-1899	Reading, Literature and Physical Culture.
Florence V. Skeffington...	1898-1899	English.
W. D. Cramer.....	1898-1899	Biological Sciences.
Cora A. N. Carney.....	1898-1899	Critic Teacher, Primary Dep't.
Faith Marsh .....	1898-1900	Drawing.
Glenna Smith .....	1899-1900	Reading and Physical Culture.
Caroline E. Grover.....	1899-1901	Preceptress.
Edmund B. Huey.....	1899-1901	Psychology, Philosophy and History of Education.
Eugenia Winston .....	1899-1901	Latin, Librarian.



# Former Members of the Faculty—Continued

Elma La Trace.....	1900-1901	Penmanship and Drawing.
Edith A. Scott.....	1899-1901	Principal of Training Dep't.
Beulah Simmilkeir.....	1899-1901	Critic in Training Dep't.
M. Lillian Trimble.....	1901-1902	Critic in Training Dep't.
Julia B. Monette.....	1899-1902	Critic in Training Dep't.
Ruth E. Dowling.....	1898-1902	Geography.
Mary E. Stanford.....	1899-1902	Arithmetic and Eng. Grammar.
Dora Eaton .....	1901-1903	Preceptress.
Alice M. Osden.....	1900-1903	Reading and Physical Culture.
Annie Kelly .....	1901-1903	Penmanship, Text-book Librarian.
Lena E. Leonard.....	1902-1903	Music, Librarian.
Edna E. Heywood.....	1902-1903	Critic, Intermediate Department.
Elizabeth Parkinson.....	1902-1903	Critic, Primary Department.
Edith A. Watts.....	1900-1902	Music.
Edith A. Watts.....	1903-1904	Music.
Will Grant Chambers.....	1901-1904	Psychology, Philosophy and History of Education.
Margarethe E. Heisser.....	1901-1903	Drawing.
M. Kate Smith.....	1903-1904	Reading.
Harold M. Stanford.....	1899-1910	Physical Sciences.
Louise W. Mears.....	1901-1903	Critic Teacher, Grammar Dep't.
Louise W. Mears.....	1903-1907	Geography.
Abbie L. Simmons.....	1901-1905	Critic Teacher, Intermediate Dep't.
Abbie L. Simmons.....	1905-1909	English.
Thomas A. Hillyer.....	1901-1907	Superintendent, Model School.
Thomas A. Hillyer.....	1904-1905	Psychology.
Edwin T. Reed.....	1901-1912	English.
Elizabeth Donaldson.....	1901-1909	Latin.
Helen A. Dow.....	1902-1906	Mathematics.
Cora McCollom Smith.....	1903-1905	Preceptress.
Cora McCollom Smith.....	1904-1905	Reading.
Edith A. Bickell.....	1903-1905	Critic Teacher, Primary Dep't.
George G. Green.....	1904-1907	Manual Training.
Ethel A. Middaugh.....	1904-1905	Music.
Grace E. Kingsbury.....	1904-1905	Physical Education.
Clara A. Nelson.....	1904-1906	Assistant in English.
Edward G. Quigley.....	1905-1909	Psychology, Philosophy and History of Education.
Elizabeth L. Smith.....	1905-1906	Preceptress.
Harriet Rumball .....	1905-1909	Reading.
Elsie M. Dayton.....	1905-1907	Physical Education.
Inez F. Damon.....	1905-1907	Music.
Adelaide S. Kibbey.....	1905-1907	Critic Teacher, Primary Dep't.
Ruth S. Hutchinson.....	1906-1908	Preceptress, Latin.
Ruth S. Hutchinson.....	1909-1910	Latin.
Alice M. Knapton.....	1906-1908	Secretary.
Alice C. Pence.....	1907-1909	Physical Education.
Jessie C. Hazelton.....	1907-1909	Music.
Belle C. Scofield.....	1907-1911	Critic Teacher, Intermediate Dep't.
Jessie G. McKenzie.....	1907-1912	Librarian.
Albert S. Kingsford.....	1907-1912	Geography and History.
Arthur P. Laughlin.....	1907-1909	Manual Training.
Lilian O. Sprague.....	1907-1908	Critic Teacher, Primary Dep't.
Reba G. Wharton.....	1908-1909	Latin.
A. Evelyn Newman.....	1908-1910	English Grammar.
B. Grace Walker.....	1908-1910	Secretary.
Elizabeth L. Ware.....	1908-1910	Preceptress, English.
Mary L. Neer.....	1909-1910	Critic Teacher, Intermediate Dep't.
Elizabeth E. Keppie.....	1909-1910	Reading.

### Former Members of the Faculty—Continued

Gertrude Peters.....	1909-1910	Household Economy.
Florence A. Meyer.....	1909-1912	Physical Education.
Cecile A. Kimball.....	1909-1912	Superintendent of Dormitories.
Alta A. Robinson.....	1910-1911	Preceptress. English.
Waldo S. Hockett.....	1910-1912	Physical Sciences.
Mabel C. Bentley.....	1910-1911	Household Economy.
Myrtes E. Clark.....	1910-1911	Critic Teacher, Intermediate Dep't.
Anna A. Haenert.....	1910-1911	Secretary.
Charlotte Rankin.....	1911-1912	Assistant, Latin and English.
Fannie A. Sims.....	1911-1912	Preceptress, Drawing.
Aurelia O'Connell.....	1911-1912	Critic Teacher, Intermediate Dep't.
Anna J. Handeyside.....	1911-1912	Secretary.
Ethel G. Lee.....	1912-1913	Assistant in Music.
Bertha M. Rogers.....	1911-1914	Critic Teacher, Intermediate Dep't.
Bessie Hopkins .....	1912-1913	Assistant in Household Economy.
Lulu E. Wagner.....	1911-1913	Asst. in Common School Branches.
William A. Buggs.....	1911-1913	Asst. in Common School Branches.
Reidar Skabo .....	1912-1913	Secretary.
Carl B. Wilson.....	1911-1914	Assistant in Biological Sciences.
Frances R. Freeman.....	1911-1914	Household Economy.
Harry E. Hillyer.....	1912-1914	Athletic Director, History.
E. D. Strong.....	1912-1914	History and Sociology.
Nellie A. Chase.....	1910-1914	History and English.
Margaret Bentley .....	1913-1914	Assistant in Music.
Louise Freer .....	1912-1914	Physical Education.
Lucia Hubbard Cilley.....	1912-1914	Critic Teacher, Intermediate Dep't.
Myrtle Sholty .....	1911-1914	Critic Teacher, Primary Dep't.
Frances Dixon .....	1913-1914	Assistant Critic Teacher.
Mabel M. Osgood.....	1913-1914	Kindergarten Department.
Emir Best .....	1913-1914	Assistant in Household Economy.

# Names of Students Enrolled in the Normal Department 1914-1915

## Senior Year

Alsaker, Amanda S., Benson  
 Auman, Lillian R., Breckenridge  
 Barragy, Mae T., Bagley  
 Barnes, Olive L., Colfax, N. D.  
 Behan, Angela, Bisbee, N. D.  
 Behan, Theresa, Bisbee, N. D.  
 Benson, Mabel L., Sauk Centre  
 Bentley, Julia R., Twin Valley  
 Bjorkquist, Mary H., Moorhead  
 Blair, Lillie A. M., South St. Paul  
 Botzet, Christena, Fountain City, Wis.  
 Brathovde, Esther V., Reynolds, N. D.  
 Brohaugh, Minnie, Shelly  
 Bruning, George J., Sebeka  
 Buckley, Mary H., Graceville  
 Chisholm, Blanche M., Fargo, N. D.  
 Collins, Ethel A., Thief River Falls  
 Collins, Ruth A., Barnesville  
 Cosens, Lulu L., Hallock  
 Costello, Margaret P., Graceville  
 Crummett, Ella, Detroit  
 Dahlgren, Inez J., Fergus Falls  
 Dart, Edna B., Moorhead  
 Dart, Lois A., Moorhead  
 Eklund, Florence I., Moorhead  
 Elstad, Gladys H., Moorhead  
 Embertson, Mathilda, Henning  
 Engh, Alma, Moorhead  
 Erickson, Pearl I., Wheaton  
 Evsmith, Mildred, Fargo, N. D.  
 Gallagher, Ann M., Detroit  
 Gates, Edith C., Sauk Center  
 Gcenty, Catherine G., Johnson  
 Gilpin, Mary T., Alexandria  
 Glidden, H. Pearl, Hallock  
 Granger, Edmund M., Breckenridge  
 Green, Emma C., Stephen  
 Gunn, Irene M., Breckenridge  
 Hauge, Mabel A., Hawley  
 Haugh, Georgine H., Hallock  
 Herman, Hattie C., Fergus Falls  
 Hodge, Belle M., Moorhead  
 Holm, Anna M., Twin Valley  
 Houghton, Clara L., Sauk Center  
 Hulse, Della M., Dumont  
 Hutchison, Isabell, Fargo, N. D.  
 Idtse, Ella M., Ada  
 Ingberg, Albert, Hendrum  
 Ingersoll, Ruth G., Moorhead  
 Ingle, Mildred L., Fargo, N. D.  
 Iverson, Carl M., Ashby  
 Jensen, Mabel A., Neche, N. D.  
 Johanson, Webster L., Evansville

Johnson, Delia E., Crosby  
 Johnson, Elvira V., Evansville  
 Jones, Mildred L., Frazee  
 Kemmerer, Grace I., Minneapolis  
 Kemmer, Elizabeth M., Fergus Falls  
 Kirchgessner, Ella C., Staples  
 Knowles, Bessie E., Staples  
 Koeneman, Lydia M., Moorhead  
 Kruger, Margaret I., Fergus Falls  
 Kueter, Helen E., Breckenridge  
 Lang, Lillian D., Moorhead  
 Larson, Esther C., Fargo, N. D.  
 Larson, Ida G., Twin Valley  
 Larson, Leroy, Fargo, N. D.  
 Legler, Lavina B., Moorhead  
 Lied, Inez M., Moorhead  
 Lindholm, Anna M., Ortonville  
 Ludwig, Emma, Fargo, N. D.  
 Luitjens, Minnie O., Clara City  
 Lyman, Lucretia S., Clinton  
 McGrann, Arloine F., Fargo, N. D.  
 McGrath, Ethelberg C., Barnesville  
 McLaughlin, Mary Alice, New London  
 Malan, Katherine E., Ada  
 Maloney, Edith L., Fargo, N. D.  
 Marin, Margaret I., Crookston  
 Martineau, Stella L., Deer River  
 Melchior, Ruth M., Fargo, N. D.  
 Mettling, Nellie, Montevideo  
 Millar, Helen C., Webster, N. D.  
 Morton, Florence B., Hancock  
 Nelson, Della P., Fargo, N. D.  
 Nelson, Edith O., Moorhead  
 Nelson, Gladys M., Barnesville  
 Nereson, Thea A., Gary  
 Norby, Bertinus O., Fosston  
 Odell, Mabel H., Willmar  
 Onsum, Laura, Pelican Rapids  
 Onsum, Mathilde, Pelican Rapids  
 Peterson, Ethel A., Crookston  
 Platt, Fred R., Fargo, N. D.  
 Roen, Clara R., Comstock  
 Ross, Anne, Hallock  
 Rousseau, Lillian M., Cloquet  
 Rubertus, Loretta R., Wagner, S. D.  
 Rudser, Agnes C., Crosby, N. D.  
 Rushfeldt, Elsie E., Hawley  
 Salverson, Rena E., Ortonville  
 Scholberg, Emma, Ortonville  
 Shelgren, Ruth E., Murdock  
 Slette, Ida M., Culbertson, Mont.  
 Smith, Bernice B., Elic, Manitoba

Sonju, Martha M., Tacoma, Wash.  
 Sparks, Beryl B., Hager City, Wis.  
 Strand, Bertha M., Moorhead  
 Stubson, Ida, Hallock  
 Sullivan, Kathryn W., Barry  
 Swanson, Esther S., Olivia  
 Teevans, Elizabeth A., Olivia  
 Tweeton, Mae R., Barnesville

Watne, Ellen, Stephen  
 Watne, Lena, Stephen  
 Weissert, Rocena L., Fargo, N. D.  
 Welter, Helen M., Moorhead  
 Wennerstrom, Jennie E., Rochert  
 Windhorst, Elsie V., Olivia  
 Woodford, Jessie E., Breckenridge

## Junior Class

Adolphson, Stella H., Ortonville  
 Alberts, Frances G., Elbow Lake  
 Alldrin, Helen G., Malta, Mont.  
 Alsaker, Clara M., Benson  
 Altstadt, Carrie V., Red Lake Falls  
 Altstadt, Elizabeth J., Red Lake Falls  
 Anderson, Elizabeth M., Milan  
 Anderson, Julia C., Milan  
 Anderson, Lydia, Moorhead  
 Anderson, Ruth T., Moorhead  
 Aske, Livie, Pitt  
 Baker, Dorothy L., Moorhead  
 Bakken, Melvie O., Skogmo, N. D.  
 Beck, Florence C., Moorhead  
 Beckfelt, Katherine R., Grand Rapids  
 Beckfelt, Ruth I., Grand Rapids  
 Beckwith, Lorena G., Argyle  
 Belair, Orilla M., Red Lake Falls  
 Bell, Ruth L., Fargo, N. D.  
 Bengtson, Segry M., Herman  
 Benson, Edith B., Frazee  
 Benson, Helma C., Appleton  
 Berkland, Julia V., Twin Valley  
 Berquist, Cecelia, Herman  
 Bjor, Ruth C., Battle Lake  
 Bohline, Hannah E., Detroit  
 Bolstad, Mabel G., Fertile  
 Borland, Irene M., Frazee  
 Brady, Marion K., Beardsley  
 Brinkman, Mabel E., Osakis  
 Brodine, Anna, Felton  
 Brown, Anna M., Moorhead  
 Brye, Esther L., Rothsay  
 Buckley, Agnes L., Sauk Center  
 Burgum, Elizabeth A. H., Penturen  
 Burgum, Frances R., Penturen  
 Carlander, Robert, Moorhead  
 Casey, Ruth M., Moorhead  
 Charlson, Margaret, Fargo, N. D.  
 Chatwood, Josie L., Campbell  
 Chelgren, Emily M., Fergus Falls  
 Chilson, Helen L., Fargo, N. D.  
 Christianson, Mabel S., Fertile  
 Cinclair, Althea, Milbank, S. D.  
 Collyer, Catherine V., Olivia  
 Conant, Ivy G., Fargo, N. D.  
 Costello, Julia M., Sauk Center  
 Dahle, Astrid P., Starbuck  
 Dakin, Howard J., Calumet, Mich.  
 Damschen, Ida A., Pelican Rapids

Davies, Clara L., Fargo, N. D.  
 Dewey, Edith H., Campbell  
 Dickey, Marion R., Frazee  
 Dillon, Ethyl B., Minneapolis  
 Dodds, Beulah B., Ortonville  
 Dwyer, Catherine B., Dent  
 Dyvig, Aurlette O., Pelican Rapids  
 Eastman, Mabel, Beardsley  
 Eaton, Evelyn M., Ortonville  
 Edlund, Lillian, Fertile  
 Ekern, Nora E., Lake Park  
 Erdahl, Marie A., Donnelly  
 Erickson, Hanna M., Glyndon  
 Evsmith, Hazel M., Fargo, N. D.  
 Fagerlie, Fryda C., Clarkfield  
 Finney, Elleanor, Minneapolis  
 Flaten, Gertrude, P., Moorhead  
 Foley, Mary E., Morris  
 Fredrickson, Fred, Thief River Falls  
 Gallagher, Alice G., Fargo, N. D.  
 Gammel, Eva S. W., Detroit  
 Garanson, Hanna, Pine River  
 Gardner, Mary J., Fargo, N. D.  
 Garwood, Irene L., Minneapolis  
 Geenty, Anne M., Johnson  
 Gerber, Malinda A., Odessa  
 Good, Ethel M., Olivia  
 Grandbois, Alma, Red Lake Falls  
 Grande, Minnie, Halstad  
 Grant, Marion, Glyndon  
 Greenwood, Mabel, Fargo, N. D.  
 Gynild, Hilda M., Willmar  
 Hagen, Mathilde, Hendrum  
 Hagen, Minnie, Fargo, N. D.  
 Haggart, Harry H., Fargo, N. D.  
 Haley, Minnie A., Herman  
 Hall, Delia J., Felton  
 Halverson, Caroline, Grandview, Mont.  
 Hanson, Mamie A., Fergus Falls  
 Harrington, Evelyn L., Ayr, N. D.  
 Hauge, Selma M., Clarkfield  
 Haugen, Melvin, Henning  
 Hawkins, Amanda, Barnesville  
 Heger, Anna M., Sauk Center  
 Heiberg, Mayme, Hawley  
 Henshaw, Eleanor, White Hall, Ill.  
 Heuters, Marie C., Rochert  
 Higgins, Lucy M., Hawley  
 Hines, Clara E., Sauk Center  
 Holsten, Nannie L., Stephen



- Hovde, Alma S., Odessa  
 Hubbell, Nellie M., Fargo, N. D.  
 Hughes, Florence C., Crookston  
 Hult, Nellie C., Wolverton  
 Iverson, Tella M., Ashby  
 Jacobson, Zella, Fargo, N. D.  
 Janneck, Frieda M., Barnesville  
 Jesten, Clarence, Moorhead  
 Johnson, Annie L. J., Lakeville  
 Johnson, Clara J. C., Hallock  
 Johnson, Effie G., Herman  
 Johnson, Emma C., Dale  
 Johnson, Esther R., Hawley  
 Johnson, Eva L., Hawley  
 Johnson, Everett E., Hawley  
 Johnson, Hulda, Audubon  
 Johnson, Lena D., Warren  
 Johnson, Mabel E., Frazee  
 Johnson, Sophia, Gaylord  
 Johnsrud, Marie C., Montevideo  
 Jones, Eleanor M., Felton  
 Kalka, Josephine, Perham  
 Kaulum, Veda B., Fergus Falls  
 Kirkeby, Olga, Fox  
 Knapton, Amanda R., Alexandria  
 Knudson, Anna A., Beardsley  
 Knudson, Clara M., Benson  
 Koefod, Lajla V., Granite Falls  
 Koeneman, Egmond A., Moorhead  
 Krueger, Elsie S., Marble  
 Kuhn, Luella, Fargo, N. D.  
 Lade, Esther, Foston  
 Lancaster, Lillian M., Seattle, Wash.  
 Larsen, Alfhild E., Granite Falls  
 Larson, Ella S., Fergus Falls  
 Larson, Esther M., Pelican Rapids  
 Larson, Gladys I., Moorhead  
 Larson, Viola E., Moorhead  
 Lein, Marian N., Crookston  
 Leines, Lina S., Flaming  
 Lentz, Barbara F., Villard  
 Letness, Signe, Hendrum  
 Lewis, Mabel C., Clinton  
 Leyden, Ethel F., Pelican Rapids  
 Lind, Minnie, Moorhead  
 Longtin, Ida B., Red Lake Falls  
 Lundberg, Anna, Correll  
 Lyons, Ethel W., Stephen  
 McCarty, Ruby, McIntosh  
 McCasland, Lillie E., Ulen  
 Mackenzie, Florence, Hallock  
 McLaughlin, Aurelia B., Donnelly  
 McLaughlin, Lucile E., Donnelly  
 McReynolds, Clarence S., Center, Ind.  
 Malmen, Eva A., Audubon  
 Marlette, Etta V., Argyle  
 Marshall, Nina R., Fergus Falls  
 Martinson, Emma B., Clinton  
 Messelt, Belinda G., Mentor  
 Metlie, Bertha C., Starbuck  
 Mickelson, Della N., Detroit  
 Mickelson, Marie O., Detroit  
 Mickelson, Rena M., Detroit  
 Minnick, Helen P., Spooner  
 Moen, Pearl N., Pelican Rapids  
 Mohr, Rose F., Perham  
 Monson, Ruth C., Abercrombie  
 Moody, Helen B., Barnesville  
 Morstad, Mabel A., Fergus Falls  
 Mortenson, Hazel, Litchfield  
 Munson, Lena M., Akeley  
 Murray, Irene E., Logan, Mont.  
 Nape, Villa S., Moorhead  
 Nelson, Hilda F., Hallock  
 Nelson, Stella M., Hallock  
 Nemzek, Alek J., Moorhead  
 Ness, Olive M., Ada  
 Ness, Selma A., Wolverton  
 Norum, Julianne, Hallock  
 Nysven, Marjorie, Pelican Rapids  
 Oien, Thora, Shelly  
 Olson, Alice R., Fargo, N. D.  
 Olson, Hannah, Pelican Rapids  
 Olson, Julia G., Lake Park  
 Olson, Julia P., Aitkin  
 O'Reilly, Ethel M., Stephen  
 Osborne, Lillie L., Battle Lake  
 Ostlund, Alice, Elbow Lake  
 Paine, Eugenia R., Fargo, N. D.  
 Paulsrud, Alice B., Moorhead  
 Pearce, Hazel E., Frazee  
 Pearson, Glenna M., Fargo, N. D.  
 Peerenboom, Anna, Beardsley  
 Petersen, Fanny, Mentor  
 Petersen, Laura E., Collis  
 Peterson, Anna C., Ashby  
 Peterson, Hazel A., Minneapolis  
 Peterson, Hildur E., Moorhead  
 Peterson, Hulda V., Fergus Falls  
 Peterson, Mable O., Morris  
 Plumer, Dovie C., Bemidji  
 Plummer, Grace E., Thief River Falls  
 Plummer, Winnifred M., Hawley  
 Pohtila, Edna E., Virginia  
 Poulsen, Anne S., Pelican Rapids  
 Quale, Effie M., Pelican Rapids  
 Rainey, Elizabeth, Omaha, Neb.  
 Rehder, Pauline M., Sabin  
 Reis, Thelma M., Brainerd  
 Renne, Louise C., Shevlin  
 Riste, Maria, Hendrum  
 Robertson, Carita M., Moorhead  
 Robertson, L. Jean, Moorhead  
 Rogne, Selma V., Park River  
 Rose, Marie II., Campbell  
 Rosel, Mabel C., Moorhead  
 Rusness, L. Wallace, Moorhead  
 Russell, Evelyn J., St. Vincent  
 Russell, Olive M., St. Vincent  
 Ruud, Grace M., Hawley  
 Salmonson, Corah, Clinton  
 Salverson, Elidia A., Ortonville  
 Samuelson, Bergit, Climax  
 Sanders, Fred W., Excelsior



Sandness, Marie J., Moorhead  
 Sanner, Lottie A., Pelican Rapids  
 Sandstad, Minnie A., Lake Park  
 Sattre, Ingeman, Evansville  
 Scholberg, Sarah, Ortonville  
 Sethney, Minnie S., Twin Valley  
 Sharpe, Belinda, Shelly  
 Shelgren, Lillian E., Murdock  
 Siggerud, Clara, Pelican Rapids  
 Siggerud, Lillian, Pelican Rapids  
 Simms, Grace I., Detroit  
 Sinclair, Jesse L., Argyle  
 Sirjord, Alma E., Flaming  
 Sirjord, Eva L., Flaming  
 Skarsten, Malvin O., Fosston  
 Smith, Annetta M., Westport  
 Solem, Minnie K., Halstad  
 Solien, Julie M., Syre  
 Stenerson, Ella M., Park River, N. D.  
 Stephenson, Stella, Fosston  
 Storjen, Selma, Hallock  
 Strain, Mary, Fergus Falls  
 Streander, Esther A., Evansville  
 Swanson, Esther L., Hallock  
 Swenson, Hattie A., Ortonville

Thompson, B. Marion, Fergus Falls  
 Thompson, Edna, Starbuck  
 Thompson, Inga T., Glyndon  
 Thompson, Walmina, Pelican Rapids  
 Tilseth, Laura E., Moorhead  
 Tomt, Palma J., LaMoure, N. D.  
 Tornell, Edna O., Moorhead  
 Trainor, Regina, Graceville  
 Troseth, Elsie, Benson  
 Urbach, Selma, Frazee  
 Vogel, Sanna A., Perham  
 Walden, Lucile M., Baker  
 Walsh, Mary M., Fargo, N. D.  
 Walton, Mary E., Olivia  
 Warner, Mabel E., Moorhead  
 Watchie, Harriet M., Fargo, N. D.  
 Watne, Julia, Stephen  
 Webster, Jessie M., Fargo, N. D.  
 Welley, Ida, Gary  
 Wick, Adelina J., Fergus Falls  
 Wicks, Warren R., Rothsay  
 Wilcox, Clare L., Grand Rapids  
 Worman, Florence M., Fargo, N. D.  
 Ziebarth, Dessie R., Herman

### Third Year

Adsero, Thora M., Comstock  
 Anderson, Cecelia, Pelican Rapids  
 Anderson, Ella A. M., Evansville  
 Ask, Tilla S., Ashby  
 Berg, Amy T., Horace, N. D.  
 Bjorgen, Helga, Rothsay  
 Bodeker, Bertha M., Westport  
 Borgen, Hilma M., Evansville  
 Bruem, Eleanor, Starbuck  
 Burkee, Agnes S., St. Hilaire  
 Carlander, Jarl R., Moorhead  
 Colliton, Margaret A., Moorhead  
 Corneliussen, Milla E., Comstock  
 Cronen, Estelle M., Ortonville  
 Cudd, Annie F., Foxhome  
 Dahl, Alma O., Borup  
 Dahle, Nora E., Ellis  
 Denery, Bessie, Tintah  
 Dullea, Mary E., Dilworth  
 Fast, Ruth A., Pelican Rapids  
 Fisher, Myrta E., Breckenridge  
 Flom, Lissa I., Mahnomen  
 Frazier, Lucie L., Williston, N. D.  
 Gilbertson, Martha B., Pickert, N. D.  
 Gunderson, Agnes C., Gary  
 Hall, Grace A., St. Hilaire  
 Hoff, Blanche M., St. Hilaire  
 Holt, Anna M., Breckenridge  
 Johnson, Bertha C., Moorhead  
 Johnson, Edwin M., Evansville  
 Johnson, Perry V., Moorhead  
 Juvrud, Cordelia M., Rothsay  
 Keaveny, Elizabeth R., Tintah  
 Klaboe, Tina A., Audubon  
 LaDu, Vola S., Lisbon, N. D.

Landers, Lenora, Correll  
 Larson, Ida M., Flom  
 Linstad, Lina L., Valparaiso, Ind.  
 Ludwigsen, Esther, Fargo, N. D.  
 McCasland, Hattie Z., Ulen  
 MacLean, Norman B., Moorhead  
 McMahon, Alice B., Fargo, N. D.  
 Mecham, Della F., Moorhead  
 Merritt, Edna M., Moorhead  
 O'Brien, Anna C., Graceville  
 Olson, Anna S., Evansville  
 Olson, Bessie W., Moorhead  
 Olson, Doris J., Fargo, N. D.  
 Olson, Olive S., Evansville  
 Palmquist, Ethel I., Plummer  
 Person, Ella M., Beaulieu  
 Pushor, Bertha E., Morris  
 Ramstad, Anna A., Hickson, N. D.  
 Ramstad, Ruth I., Hickson, N. D.  
 Ronning, Jennie A., Perley  
 Sandbeck, Ragnild, Kindred, N. D.  
 Sande, Ole R., Noble  
 Sande, William H., Noble  
 Selleseth, Ida E., Norcross  
 Stein, Jessie M., Karlstad  
 Swanson, Clara E., Moorhead  
 Turk, Anna L., Moorhead  
 Tweeten, Inez E., Moorhead  
 Vanderwaal, Gertrude M., Erskine  
 Vanderwaal, Izora L., Erskine  
 Wasmuth, Esther S., Rothsay  
 Weld, Frank E., Moorhead  
 Westlund, Agnes, Fargo, N. D.  
 Worman, Elizabeth R., Fargo, N. D.

## Second Year

- Albertson, Minnie O., Gary  
 Amundson, Nettie, Gary  
 Anderson, Alma I., New York Mills  
 Anderson, Ellen E., Moorhead  
 Anderson, Florence O., Clearbrook  
 Anderson, Lettie C., Twin Valley  
 Anderson, Mabel V., Collis  
 Armstrong, Ruth J., Fergus Falls  
 Arneson, Elnora C., Puyallup, Wash.  
 Aure, Clara M., Rothsay  
 Austad, Gertie, Fosston  
 Ballard, James I., Moorhead  
 Barry, Edith M., Baker  
 Barry, Kathryn, Chokio  
 Beckman, Jennie E., Evansville  
 Bekken, Ella L., Fargo, N. D.  
 Bensen, Gyda M., Erskine  
 Benson, Minnie L., Erskine  
 Benson, Olga, Detroit  
 Berg, Inga C., Battle Lake  
 Berg, Mabel A., Underwood  
 Bergan, Ida H., Hawley  
 Bergen, Manda E., Hawley  
 Bergstrand, Ellen M., Moorhead  
 Bjerke, Selma, Barrett  
 Bjornstad, Olga J., Lake Park  
 Blad, E. Hedvig, Wheaton  
 Blankenship, Mabel F., Rothsay  
 Boe, Minnie S., Abercrombie, N. D.  
 Borchert, Linna G., Mentor  
 Borgen, Bertha J., Perley  
 Boyd, Rose I., Sabin  
 Brickson, Anna E., Detroit  
 Brown, Anna G., Fargo, N. D.  
 Buckley, Alice K., Alberta  
 Buckley, Mae E., Alberta  
 Cannon, Dora M., Northcote  
 Carl, Ruth V., Clinton  
 Carlander, Helen V., Moorhead  
 Christophel, Lulu G., Norcross  
 Claypool, Jennie L., Underwood  
 Connelly, Melissa, Barry  
 Crocker, Olive S., Deer Creek  
 Dagoberg, Edith S., Alvarado  
 Dahl, Mary M., Borup  
 Dreimann, Mathilda, Albany  
 Drinkwine, Ethel, Mentor  
 Drinkwine, Maisel B., Mentor  
 Edlund, Tina, Fertile  
 Eidal, Clara L., Fergus Falls  
 Engen, Barthold A., Angus  
 Erickson, Alice E., Christine  
 Erickson, Emma J., Stephen  
 Erickson, Henry C., Battle Lake  
 Erickson, Leonora, Hawley  
 Erickson, Marie M., Stephen  
 Fanset, Mabel D., Bismarck, N. D.  
 Finstad, Gina C., St. Hilaire  
 Fisher, Caroline S., Sabin  
 Fjoslien, Ingeborg, Pelican Rapids  
 Fjoslien, Sigrid J., Elbow Lake  
 Flaa, Christine I., Abercrombie, N. D.  
 Fladland, Cora O., Davenport, N. D.  
 Fletcher, Lizzie A., Ogema  
 Forfang, Tillie, Hallock  
 Forseth, Cora N., Twin Valley  
 Fosen, Agnes R., Litchfield  
 Frazier, Frances W., Tower City, N. D.  
 Fricker, Olga, St. Hilaire  
 Froysland, Hilda C., Audubon  
 Froysland, Selma H., Audubon  
 Fuchs, Emma L., Glyndon  
 Gallagher, Mary L., Benson  
 Geddes, Harriet L., Shelly  
 Glende, Marie A., Battle Lake  
 Goodrich, Alvina R., Mahnomon  
 Grefsrud, Emma O., Rothsay  
 Gunderson, Esther, Glyndon  
 Gunderson, Synneva W., Glyndon  
 Haberle, Jacob, Barnesville  
 Hagel, Anna E., New York Mills  
 Halvorson, Ida O., Ada  
 Halvorson, Jennie G., Evansville  
 Hammar, Alice V., Fargo, N. D.  
 Hammar, Ebba M., Fargo, N. D.  
 Hansen, Anne K., Hallock  
 Hanson, Anna M., Clitherall  
 Hanson, Laura S., Badger  
 Hanson, Mary O., Horace, N. D.  
 Hanson, Mary S., Erskine  
 Hare, Florence I., Humboldt  
 Haugen, Gina I., Twin Valley  
 Hegg, Clara E., Fisher  
 Hermanson, Ruth M., Brandon  
 Hilgers, Anna M., Barnesville  
 Hilgers, Lena M., Barnesville  
 Holm, Annie J., Underwood  
 Holmstrom, Hannah S., Pelican Rapids  
 Holt, Mary D., Grafton, N. D.  
 Hostvedt, Emma, Houston  
 Howard, Nettie E., Ellendale, N. D.  
 Huglen, Ida O., Dalton  
 Huglen, Laura, Dalton  
 Hulse, Stella P., Dumont  
 Huse, Mabel, Dalton  
 Hutchins, Eva M., St. Vincent  
 Island, Rose, Elbow Lake  
 Iverson, Anna M., Roland  
 Iverson, Ella C., Gary  
 Iverson, Fannie H., Ashby  
 Jacobson, Inga T., Pelican Rapids  
 Jahr, Jennie M., Hitterdal  
 Johnson, Adolph E., Kindred, N. D.  
 Johnson, Anna M., Evansville  
 Johnson, Bessie O., Gary  
 Johnson, Clara J., Averill

- Johnson, Eldora, Detroit  
 Johnson, Emma A., Menahga  
 Johnson, Esther E., Moorhead  
 Johnson, Hilda G., Fargo, N. D.  
 Johnson, Lena G., Elbow Lake  
 Johnson, Lewis E., Evansville  
 Jones, John M., Norcross  
 Karlstrom, Emma, Moorhead  
 Karlstrom, Esther, Moorhead  
 Kastet, Alma, Rothsay  
 Kittelson, Alma C., Pelican Rapids  
 Knudson, Anna M., Henning  
 Knuth, Elsie B. D., Moorhead  
 LaGrange, Eudora L., Baker  
 Lamb, Mabel, Baker  
 Larson, Ella M., Flom  
 Larson, Ella R., Bagley  
 Lind, Blanche, St. Hilaire  
 Lund, Eldora, Barrett  
 McKenzie, Edith H., Wild Rice, N. D.  
 McNair, Helen, Sabin  
 Malan, Frances, Ada  
 Medchill, Bergetta, Fertile  
 Mellum, Alice J., Ulen  
 Mellum, Sallie J., Ulen  
 Melting, Elfrieda T., Halstad  
 Midthun, Emma, Twin Valley  
 Mittag, Rose E., Fergus Falls  
 Monson, Philip R., Dalton  
 Moren, Annie J., Wylie  
 Moren, Ida H., Wylie  
 Nelson, Anna A., Milnor  
 Nereson, Nora T., Gary  
 Newman, Alice H., Barrett  
 Nichol, Margaret E., Hendrum  
 Olson, Betsy I., Parkers Prairie  
 Olson, Hilda P., Rothsay  
 Olson, Minnie E., Lake Park  
 Olson, Minnie O., Sebeka  
 Olson, Selma E., Elbow Lake  
 Onstad, Myrtle B., Nielsville  
 Ose, A. Margrethe, Fisher  
 Ostrus, Martha, Pelican Rapids  
 Paulson, Ella R., Pillager  
 Paxton, Eva G., Moorhead  
 Paxton, Ralph E., Moorhead  
 Peterson, Esther A., Erhard  
 Peterson, Minnie E., White Rock, S  
 D.  
 Qualley, Martha G., Hendrum  
 Rand, Lena, Ortonville  
 Richards, Margaret E., Glyndon  
 Robbins, Mamie A., Everdell  
 Rossmiller, Ella A., Frazee  
 Rude, Cora J., Flaming  
 Rude, Lydia A., Flaming  
 Rustad, Hilda C., Ashby  
 Rustvold, Bertha J., Hendrum  
 Rustvold, Ellen, Hendrum  
 Schonteich, Ella M., Audubon  
 Shelfoe, Florence G., Hoffman  
 Shell, Mildred M., Moorhead  
 Shurson, Mable M., Elbow Lake  
 Simonson, Anna, Fergus Falls  
 Sjoquist, Gladys M., Fargo, N. D.  
 Sjoquist, Lillian F., Fargo, N. D.  
 Skamfer, Lester C., Abercrombie, N.  
 D.  
 Skyberg, Linnea, Dalton  
 Snyder, Leona B., Foxhome  
 Sondrall, Myrtle L., Moorhead  
 Stearns, Marion A., Fargo, N. D.  
 Stockdale, Lois, Fargo, N. D.  
 Stonehart, Grace H., Manston  
 Strom, Gina C., Pelican Rapids  
 Stromstad, Abbie, Shelly  
 Swartz, Clarence L., Baker  
 Swenson, Hilma D., Ashby  
 Tholen, Mabel E., Audubon  
 Thompson, Agnes R., Fargo, N. D.  
 Thompson, Alf. R., Evansville  
 Thompson, Florence M., Kerkhoven  
 Thoreson, Julia E., Abercrombie, N.  
 D.  
 Thornell, Lilly I., Melby  
 Thyse, Agnes, Dalton  
 Tomtengen, Elenora, Twin Valley  
 Troup, Velma E., Sandstone  
 Tweten, Gina B., Glyndon  
 Ulvan, Ellen S., Hendrum  
 Vanderwaal, Laura E., Erskine  
 Vik, Annie, Everdell  
 Walberg, Esther V., Detroit  
 Walden, Merrette L., Baker  
 Walker, Carl, Comstock  
 Wasmuth, Alfreda M., Rothsay  
 Wedan, Mildred C., Wolverton  
 Westlund, Victor E., Fargo, N. D.  
 Weum, Severina, Battleford, Canada  
 Weyhrauch, Martha S., Rothsay  
 Widness, Stella H., Gonvick  
 Wiger, Olga T., Ulen  
 Windseth, Ida J., Ironton  
 Wood, Hazel P., Rothsay  
 Yoder, Ada L., Fargo, N. D.  
 Yoder, Myrtle R., Fargo, N. D.  
 Zimmerman, Edna R., Fergus Falls  
 Zimmerman, May H., Fergus Falls

## First Year

- Aamot, Emelia, Halstad  
 Aasness, Magna E., Doran  
 Anderson, Adolph, Moorhead  
 Anderson, Dora T., Clitherall  
 Anderson, Edna V., Elbow Lake  
 Anderson, Ellen M., Dilworth  
 Anderson, Florence H., Georgetown  
 Anderson, Inez M., Garfield  
 Anderson, Mabel E., Milan  
 Anderson, Minnie M., White Rock, S. D.  
 Antonsen, Katie, Frazee  
 Anundsen, Amanda G., Bagley  
 Bah, Sena, Ashby  
 Barros, Jennette A., Alexandria  
 Barry, Annie M., Battle Lake  
 Barry, Elizabeth B., Battle Lake  
 Bennett, Mabel, Fargo, N. D.  
 Berger, Frances M., Frazee  
 Bergeson, Sophie O., Twin Valley  
 Bernu, Olga E., New York Mills  
 Berrigan, Clayton J., Moorhead  
 Bjerkén, Peter L., Germantown  
 Bloom, Anna J., Becker  
 Bohline, Esther C., Detroit  
 Borgen, Myrtle J., Evansville  
 Bramseth, Annie J., Climax  
 Brandt, Minnie, Moorhead  
 Buchholz, Nora E., Gary  
 Bumgardner, Elsie K., Dilworth  
 Burk, Leslie I., Grace City, N. D.  
 Burke, Nydia, Pelican Rapids  
 Butler, Hazel L., Dilworth  
 Canning, Monty, Hendrum  
 Carlander, Roy A., Moorhead  
 Carlson, Hilda S., Fertile  
 Carlson, Mary V., Moorhead  
 Carlson, Tena A., Clitherall  
 Carter, Gertrude H., Bertha  
 Christianson, Anna, McIntosh  
 Christianson, Eleanor J., Underwood  
 Clauson, Marie E., Kennedy  
 Cole, Blanche, New York Mills  
 Coughlan, Nellie, Baldus  
 Crews, N. Ginell, Moorhead  
 Dagoberg, Olga M., Alvarado  
 Dahlager, Selma A., Dalton  
 Dailey, Ida B., Doran  
 Dalby, Ada H., Fargo, N. D.  
 Dallum, Alma M., Garland  
 Douglass, Cecelia C., Naytahwaush  
 Drexler, Mamie M., Brandon  
 Duncan, Lillian M., Dilworth  
 Durby, Birdie, Beltrami  
 Dybdal, Lilly C., Elbow Lake  
 Dyer, Warren C., Moorhead  
 Eastman, Selma, Battle Lake  
 Eggum, Florence I., Dalton  
 Ellingson, Ella M., Doran  
 Engstrom, Elvera, Garfield  
 Erickson, Hilma W., Verndale  
 Erickson, Julia B., Wylie  
 Euren, Clara M., Moorhead  
 Flaa, Anna M., Abercrombie, N. D.  
 Floberg, Helen I., Shelly  
 Fossos, Olga F., Neilsville  
 Franklin, Blanche P., Christine, N. D.  
 Frigstad, Ann G. R., Moorhead  
 Frisk, Anna A., Dykeman  
 Gaillard, Martha S., Dent  
 Gates, Dewey F., Moorhead  
 Godfrey, Vernon D., Moorhead  
 Golberg, Alma J., Underwood  
 Gradin, Alma M., Ashby  
 Grefsrud, Clara, Rothsay  
 Groth, Esther M., Clinton  
 Groth, Walter F., Clinton  
 Gunderson, Gina H., Elbow Lake  
 Hagen, Nora L., Moorhead  
 Haldorson, Clara, Audubon  
 Halliday, Clara R., Mentor  
 Hallquist, Esther T., White Rock, S. D.  
 Halstengaard, Inga, Moorhead  
 Hancock, Maude P., Dent  
 Hanecam, Theoline M., Elizabeth  
 Hansmann, Mary L., Moorhead  
 Hanson, Agnes C., Evansville  
 Hanson, Bertha M., Hawley  
 Hanson, Christine M., Hawley  
 Hanson, Orpha, Roseau  
 Haptonstal, Esta M., Herman  
 Hartman, Helen K., Perley  
 Hearl, Melvin E., Moorhead  
 Hennessey, Ellen T., Bloomfield, Mont.  
 Hicks, Alida C., Comstock  
 Hilgren, Gladys E., Parkers Prairie  
 Hines, Emma L., Sauk Centre  
 Hines, Marguerite G., Sauk Centre  
 Hitchcock, Mabel E., Randall  
 Holm, Marie E., Parkers Prairie  
 Hommy, Lena S., Erie  
 Hoyhtya, Julia A., New York Mills  
 Hummel, Irma, Litchville, N. D.  
 Hunter, Anna B., Erhard  
 Hurner, Lydia E., Glyndon  
 Ingberg, Olga, Hendrum  
 Isler, Lillian, Ortonville  
 Jackson, Harriet A., Diamond, S. D.  
 Jackson, Olga M., Norcross  
 Jensen, Mabel E., McIntosh  
 Jensen, Mattie M., Clearbrook  
 Jermstad, Hilma G., Horace, N. D.  
 Johnson, Alpha B., Pelican Rapids  
 Johnson, Annie N., Lake Park  
 Johnson, Bertel I., Moorhead  
 Johnson, Eleanor E., Rothsay  
 Johnson, Elna M., Parkers Prairie  
 Johnson, Elsie L., Parkers Prairie



- Johnson, Evelyn E., Averill  
 Johnson, Latimer E., Moorhead  
 Johnson, Olga N., Elbow Lake  
 Johnson, Victoria M., Pelican Rapids  
 Jones, Ireneaus J., Norcross  
 Jones, Julia J., Erskine  
 Kappes, M. Helen, Badger  
 Karlstrom, Evelyn B., Moorhead  
 Kersten, Bernice E., Hereford  
 Kiltie, Mary, Beltrami  
 Kirkhorn, Josephine, Wolverton  
 Kjos, Ida A., Twin Valley  
 Klimmek, Hans W., Fargo, N. D.  
 Knudson, Johanna M., Henning  
 Kolstad, Ella B., Nielsville  
 Komm, Mrs. Minnie L., Detroit  
 Koxvold, Clara M., Evansville  
 Landsverk, Gena O., McIntosh  
 Langseth, Elmer, Moorhead  
 Larsen, Alice A., Buffalo, N. D.  
 Larsen, V. Josephine, Brandon  
 Leer, Ida J., Abercrombie, N. D.  
 Leervig, Birgeth S., Fosston  
 Levin, Betsy B., Deer Creek  
 Lillevig, Emma, Hackett  
 Lind, Ella A., Clitherall  
 Lindquist, Edith F., Wylie  
 Loberg, Clara E., St. Hilaire  
 Loff, Ellen, Roseau  
 Lokke, Ellen H., Warren, N. D.  
 Lund, Harriet, Dilworth  
 McNair, Katherine I., Sabin  
 Maloney, Grayce M., Morris  
 Manley, Elsie A., New York Mills  
 Matson, Minnie A., Moorhead  
 Meech, Anna, Bejou  
 Menge, Marie E., Ada  
 Messer, Clarence, Moorhead  
 Michener, Cleone B., White Rock, S. D.  
 Miller, Verner T., Hunter, N. D.  
 Milsten, Hulda J., Gary  
 Minge, Christine F., Dalton  
 Mohler, Vivian E., Deer Creek  
 Moland, Clara M., Fertile  
 Motschenbacher, Beulah F., Moorhead  
 Muse, Mabel, Richville  
 Nelson, Alma M., Oslo  
 Nelson, Christina H., Barnesville  
 Nelson, Freda L., Hallock  
 Ness, Mary, White Rock, S. D.  
 Niskala, Lydia N., New York Mills  
 Nordholm, Elsie M., Wolverton  
 Norman, Claire L., Fargo, N. D.  
 Odenborg, Hortense, Wheaton  
 Oien, Marie M., Shelly  
 Oistad, S. Charlotte, Shelly  
 Olson, Lydia M., Warren, N. D.  
 Olson, Mabel E., Eagle Bend  
 Oustby, Ingeborg A., Climax  
 Page, Catherine M., Pelican Rapids  
 Pake, Charles L., Moorhead  
 Palmgren, Nellie G., Mahnomen  
 Peake, Bernice A., Rothsay  
 Peake, Ella R., Rothsay  
 Peck, Hazel M., Pelican Rapids  
 Peck, Liala M., Pelican Rapids  
 Perrault, Lucille, Mahnomen  
 Perrault, Madeline, Mahnomen  
 Peterson, Delia I., Moorhead  
 Peterson, Edythe W., Moorhead  
 Peterson, Rhoda L., Erhard  
 Petterson, Mabel, Kennedy  
 Pierce, Elsie M., Butler  
 Rasmussen, Clara M., Garland  
 Richards, Alice E., Glyndon  
 Ripple, Dorothy C., Northfield  
 Robertson, Bertha, Moorhead  
 Rode, Kathryn M., Hewitt  
 Rode, L. Maude, Hewitt  
 Rohrenbach, Frances S., Moorhead  
 Rosel, Emma L., Moorhead  
 Rusdal, Selma O., Halstad  
 Sandberg, Esther V., Underwood  
 Sandbo, Signora I., Crookston  
 Schenck, E. Viola, Wolverton  
 Schey, Engla, Newfolden  
 Schoonover, Blanche I., Norcross  
 Selberg, Mae, Harwood, N. D.  
 Selleseth, Alvena L., Norcross  
 Shelfoe, Ophelia, Hoffman  
 Shurson, Cora H., Elbow Lake  
 Skjeggstad, Emma, Henning  
 Skog, Esther G., Evansville  
 Skoglund, Lillie E., Eagle Bend  
 Skoglund, Mabel S., Eagle Bend  
 Solem, Alma M., Donaldson  
 Solein, Otto, Syre  
 Sollom, Gunhild, Holt  
 Solwold, Agnes, Hitterdal  
 Solwold, Alvilde, Hitterdal  
 Solwold, Dagmar, Hitterdal  
 Stafne, Anna L., Abercrombie, N. D.  
 Stafne, Edward E., Abercrombie, N. D.  
 Storms, Arthur S., Menagha  
 Strand, Selma, Griebrok  
 Studlien, Agnes E., Hoffman  
 Sundfor, Anna, Fargo, N. D.  
 Swenson, Agdaline C., Battle Lake  
 Swenson, Elsie E., St. Hilaire  
 Tarrance, Eulalia F., Mora  
 Tedford, Delphia, Fort Ripley  
 Theilmann, Florence, Hancock  
 Thompson, Eda B., Evansville  
 Todd, Rose A., Cohagen, Mont.  
 Tolbert, Gertrude E., Pelican Rapids  
 Tornell, Alice F., Moorhead  
 Tronnes, Mabel A., Nielsville  
 Tuff, Jane R., Rudell  
 Tweten, Clara O., Evansville  
 Underwood, Grace M., South Stillwater

Walker, Minnie O., Comstock  
Warner, Maybelle C., Waubun  
Werner, Ruth U., Brandon  
Weske, Anna, Campbell  
Weske, Bessie H., Campbell  
Weum, Cora, Twin Valley  
Wick, Ella J., Underwood

Wick, Marie, Fergus Falls  
Wilken, Adela, Brandon  
Wilson, Julius A., Moorhead  
Williams, Frances, Moorhead  
Wold, Olga M., Kennedy  
Zimmerman, Marie V., Rothsay

### Special

Brevig, Olaf N., Halstad  
Freeberg, Amy, Moorhead

Goodsell, Grace L., Moorhead  
Johnson, Ellen E., Fargo, N. D.

Summary of Enrollment

Normal School

Senior class .....	120	
Junior class .....	273	
Third year class .....	69	
Second year class.....	221	
First year class.....	250	
Special students .....	4	
	—	937

Elementary School

Grammar grades .....	66	
Upper intermediate grades.....	49	
Lower intermediate grades.....	49	
Primary grades .....	62	
Kindergarten .....	62	
	—	288
		—
Total .....		1,225

Enrollment in the Normal School, Summer Term, 1914.....	519
Enrollment in the Normal School, September to June.....	524

# Certificate of Scholarship and Character

## STATE NORMAL SCHOOL, MOORHEAD

### Application for Admission

M..... attended the  
..... school at.....  
for a period of..... years. Graduated..... 191.....

SUBJECT	Weeks Taken	No. of Recita- tions a Week	Final St'd	Adv. Credit	SUBJECT	Weeks Taken	No. of Recita- tions a Week	Final St'd	Adv. Credit
COMMERCIAL SUB- JECTS					MATHEMATICS				
Bookkeeping.....					Arithmetic, Senior.....				
Stenography.....					Algebra.....				
Typewriting.....					Geometry, Plane.....				
DOMESTIC SCIENCE					Geometry, Solid.....				
Cooking.....					MUSIC.....				
Sewing.....					PHYSICAL SCIENCE				
DRAWING.....					Agriculture.....				
ENGLISH					Botany.....				
Composition.....					Chemistry.....				
Grammar, Senior.....					Geography, Senior.....				
Literature, American.....					Geography, Physical.....				
Literature, English.....					Physiology.....				
Rhetoric.....					Physiography.....				
GERMAN					Physics.....				
Reader and Grammar.....					Zoology.....				
Second Year.....					SOCIAL SCIENCE				
Third Year.....					American History, Sen'r.....				
Fourth Year.....					Ancient History.....				
LATIN					Mediaeval History.....				
Latin Lessons.....					Modern History.....				
Caesar.....					English History.....				
Cicero.....					General History.....				
Virgil.....					Civics.....				
MANUAL TRAINING					Economics.....				
Shop Work.....					OTHER SUBJECTS				
Mechanical Drawing.....									

I certify that the foregoing statement is correct, as shown by the records of the school named above, and that I believe h..... to be a person of good character.

Signed.....

Date..... 191..... Title.....









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